COVID-19 Recovery Funding Report 2021 2022
COVID-19 Recovery Funding spending: summary

SUMMARY INFORMATION			
£145 for each pupil who attracts Pupil Premium Funding		School Led Tutoring- £202.50 per pupil for 60% of pupils that are eligible for pupil premium*	
Total catch-up premium budget:	c. £50,750	Total School Led Tutoring budget:	£44808.75

*https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant/school-led-tutoring-conditions-of-grant

At Prospect School we want the best possible outcome for every individual and to offer them every possibility to achieve their very best in life. We recognize that in the last three years some students have been disadvantaged and some more severely than others, due to Covid 19 and its' wider impact.

"The consequences of the pandemic will be far reaching—for all children, but particularly for those from socially disadvantaged families. There have been wide disparities in engagement."[1]

We aim to use the Covid Recovery Premium to support these students to give them what they need to be successful in all aspects of school life. We believe that:

- The profile of students disadvantaged through Covid 19 must be a high priority for all staff. This includes those students entitled to Pupil Premium funding.
- As a priority, a focus on good attendance will support good learning, progress, and achievement.
- All students, but in particular disadvantaged students need high aspirations and expectations in order to achieve well.
- The progress and achievement of these students is at the forefront of our planning and delivery of learning activities both in the classroom and beyond.
- Some disadvantaged students will need to make better progress than others, due to their starting point being further behind.
- Parental engagement is crucial.
- What works to raise the attendance, aspirations and achievement of disadvantaged students, will raise the attendance, aspiration and achievement of all students and vice versa.
- The progress of all students, from their starting points, is monitored and reviewed after each assessment point but there will be particular emphasis in departments on students who have been disadvantaged by Covid 19.

Our 3 catch up priorities are:

- **Quality of education** for all - To raise the attainment of all students to close the gap created by COVID-19 through the delivery of high-quality teaching and learning.
- The acquisition of **social and cultural capital** for all students, to support social mobility and further life chances, focused especially on closing the gap between disadvantaged students and their peers.
- **Student wellbeing** – To provide additional social, emotional, and mental health support to students (and their families) affected by Covid-19.

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[1] [Covid-19 support guide for schools | Education Endowment Foundation | EEF](#)

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	2019 outcomes were significantly below national averages. P8 was -0.58, although the gap between PP students and non-PP students was less than the national average. Students arrive at Prospect, on average with below national average age-related expectations at the end of primary school and therefore have more ground to catch up from the start of Year 7.
B	Regular testing of student's reading ages has indicated that on average, student's reading ages are 18 months behind their chronological age. As most GCSEs will require a reading age of at least 13, it is essential that this gap is closed prior to Year 11.
C	The school has higher than average levels of school mobility and higher than average levels of EAL. Whilst EAL students often perform well by the end of Year 11, both these factors are additional barriers to academic achievement and success.

ADDITIONAL BARRIERS	
External barriers:	
D	35% of students at the school are in receipt of pupil premium, which is significantly higher than national average (29.3%). The school serves an area of socio-economic deprivation, drawing students predominantly from a wide range of areas in Reading, most of which are in the bottom 40% IDACI percentiles. Poverty remains a significant issue for many of our students, whether FSM, PP or in low income working households.
E	Whilst many of our students are aspirational (over 50% typically stay for Level 3 courses), overall, our students have limited social and cultural capital. This can lead to low aspirations, limited social mobility and reduced life chances.
F	Historically, attendance has been below national averages, although in the last two years this has improved significantly and is in line with national averages. During the last year, it has been higher than national average, due to the impact of the pandemic, and is currently slightly below 94%.

Quality of education for all - To raise the attainment of all pupils to close the gap created by COVID-19					
Action	**Intended outcome and success criteria**	**Evidence and Rationale**	**Monitoring of Implementation**	**Staff lead**	**Review Date**
Ensure Quality First Teaching is of the highest quality for all students, including those disadvantaged by Covid 19.	Consistent application of MELC by teachers and departments in all lessons	King's Academy Prospect - Ofsted Ofsted Report 2019 SEF 2021/2022	MELC programme to continue in 2021/2022 DDI process and follow up support plans. Appraisal process Department Reviews	GED and T&L team SLT and ELT HODs	End of each term (3 x year)
Develop and embed the reading strategy further in the school.	Disciplined reading embedded in curriculum, reading ages in line with chronological age	King's Academy Prospect - Ofsted Improving Literacy in Secondary Schools Education Endowment Foundation	EEF Results from reading and spelling ages.	DDI process to monitor embedding of disciplined reading. HOPs to monitor TRP Reading Ages tested 3x annually Lexia programme for targeted support in each year group 7-11 (bottom 20%/ Year 10 bottom 40%) Reading comprehension programme for specialist support KS3 (EAL/SEND/identified students)	MMY and SMC	End of each term (3 x year)

Undertake forensic analysis of data for all students; at each reporting point and from GLS Progress Testing at KS3. Ensure that this data is used to identify and implement appropriate interventions for all students.	All underperforming students are identified in each subject and appropriate support and intervention in put in place.	Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) Whereas priority has been given to older students, this is just as important for students in Key Stage 3 to ensure they do not far further behind academically.	Curriculum Plans and Schemes of Work. Assessment and Reporting Points Department RAAPS and Improvement Plans HOP academic trackers RS KS3 and 4 meetings RSL calendar	SMC HODs/HOFs HOPs	Reporting Points x 3 – one end of each term.
Total budgeted cost:					£20,000

The acquisition of social and cultural capital for all students, to support social mobility and further life chances, focused especially on closing the gap between disadvantaged students and their peers.					
Action	**Intended outcome and success criteria**	**Evidence and Rationale**	**Monitoring of Implementation**	**Staff lead**	**Review Date**
Develop and communicate a clear vision which identifies and raises the profile of all students disadvantaged by Covid 19	All teachers are aware of students affected by Covid 19 and use this information in their planning and feedback. Teachers know who their disadvantaged students are and how to support them. Heads of Department adapt curriculum plans and schemes of work to ensure gaps in learning are addressed and Year 11 students are prepared for public exams in the summer.	Through our tracking systems, we are aware of students whose education has been affected by Covid 19. The impact of this includes: gaps in subject knowledge and understanding and skills. lack of educational routine and practice, including exam skills. DfE's catch-up premium guidance School planning support 2022-23	EEF (educationendowmentfoundation.org.uk)	CPD and INSET in September Class charts seating plans and use of specific data ClassCharts seating plans Department RAAPS and Improvement Plans HOP academic Trackers Regular RS meetings once a term and RSL calendar DDIs Department reviews Line Management meeting minutes	SMC, RGE HODs/HOFs HOPS	Reporting Points x 3 – one end of each term

Provide targeted support for all students affected by Covid 19, including disadvantaged students currently not predicted to achieve FFT20 targets in English and/or Maths and other subjects.	All students receive at least one targeted intervention to improve outcomes in English and/or Maths and other subjects.	Reporting Point data from summer term 2020 2021 identifies which students are currently not on track to achieve targets. This will be updated 3 times in the academic year	NTP – Specialist English and Maths intervention teachers Academic Mentors in English and Maths 3-day residential study skills and well-being visit to Ufton Court. CoachBright TalentEd Lexia Reading programme for KS3 students Handwriting programme for KS3 students – Dancemat Inspiring Minds: And Digital intervention programme – Year 8 Hegarty/Sparx maths – KS4 Seneca – Science KS3 and 4 UpLearn - post 16 in maths and science. Other subject specific interventions and additional resources, including lesson 6s, super Saturdays and half term revision sessions. Elevate and Learning Performance study skills presentations for Year 11 Free breakfast during exam season for Year 11 and 13 students	SMC, RGE, AHO BRA and CCR HOPS SJB and JDU	Reporting Points x 3 – one end of each term

Enhance cultural experiences of students. Educational day trip for each year group, linked to specific curriculum outcomes Other extra-curricular opportunities	Provide experiences that support the acquisition of social and cultural capital to increase social mobility and improve life chances.	Life skills and enrichment | EEF (educationendowmentfoundation.org.uk) Evidence from PASS tests on student attitudes to school. Student and parent questionnaires	Day trip for each year group linked to specific curriculum outcomes, to provide a broader range of social and cultural experiences and to support aspiration and wider experiences. A Christmas Carol production for Year 10	MMY and HOPs	July 2022
Ensure technology is not a barrier for learning and progress for any student.	All students have the technology required both in school and at home.	Laptops and tablets - GOV.UK (education.gov.uk) Last academic year we provided over 300 laptops, dongles, and sim cards to students during lockdowns. Engagement was monitored carefully to ensure ALL students had digital access. Use of MS Teams was embedded as a core method of teaching and recording learning. This year we are continuing to loan devices and use MS Teams to support independent study outside of school.	Laptop scheme for disadvantaged students Laptop re-allocated to departments and to HOPs for specific interventions and mentoring Purchase of additional headphones, dongles etc.	SMC, RGE, CCR HOPs	Ongoing
Total budgeted cost:					£60558

Student wellbeing – To provide additional social, emotional, and mental health support to students (and their families) affected by Covid-19.					
Action	Intended outcome and success criteria	Evidence and Rationale	Monitoring of Implementation	Staff lead	Review Date
Secure 95% attendance and 100% punctuality for all students, especially disadvantaged students affected by Covid 19.	All students attend school every day and on time	[King's Academy Prospect - Ofsted](#) Ofsted Report 2019 SEF 2021/2022 School attendance data – 2020/21 **@93.3%** at start of Summer Term overall (above national average)	SLT gate duty. Attendance team including HOPs, Attendance officer and EWO Weekly cycle of meetings with SLT/Attendance team and HOPs. Monitoring by HOPs in tutor time and Tutors.	MMY and C&C team BRA and CCR HOPs	Ongoing
Enhance environment around the school to support additional wellbeing.	Students feel safe and welcomed in school and want to be here. Respectful of environment.		Facilities in playgrounds. Extra-curricular programme of activities for students	MPR	Ongoing

Provide additional wellbeing interventions to support students' return to school following 3 lockdowns	Students are well supported and engage well in learning and support programmes	Self-care tips for young people	One You (www.nhs.uk)	Residential and day visits to Ufton Court for Years 7, 8, 9. Enrichment sessions for KS3 students to Rushall Farm Game Changers – KS3 boys Represent programme from the National Literacy Trust – KS3 girls. Support for SEMH through EMHPs and PMHW Wellbeing lessons; appointment of AAHT with responsibility for Well-being Student Mental First Aiders trained as part of Student Leadership Team	MMY, LMC BRA and CCR HOP JBI	Ongoing
Total budgeted cost:					15000