



Recovery Funding Report 2022 2023
Recovery Funding spending: summary

SUMMARY INFORMATION			
£276 for each pupil who attracts Pupil Premium Funding (£552 for SEND students)		School Led Tutoring- £202.50 per pupil for 60% of pupils that are eligible for pupil premium*	
Total Recovery premium budget:	c. £97246	Total School Led Tutoring budget:	c £44808.75

<https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding>

<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 four years some students have been disadvantaged and some more severely than others, due to Covid 19 and its' wider and long term impact. This has affected areas of school as well

"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 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 and SEND students.
- 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 and SEND 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 are entitled to the Pupil Premium and are SEND.

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.

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

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	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. The school has higher than average levels of school mobility and higher than average levels of EAL students, including students who join mid-year.
B	Regular testing of student's reading ages has indicated that on average, students' reading ages are 14 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	Although 2022 outcomes were improved upon 2019 and were between 2019 and 2022, these were below national average and Pupil Premium students did not perform as well as non Pupil Premium students in most key measures.

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 and experiences. 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 has been in line with national averages. Overall attendance for 2021/2022 was 92.2%

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
<p>Ensure all curriculum maps are challenging and aspirational and ensure good progress from Key Stage 3 to Key Stage 5, taking into account lost learning due to Covid.</p>	<p>The intent of every department and faculty is understood and implemented consistently in all lessons. The curriculum is equal to or better than the National Curriculum. 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.</p>	<p>Covid-19 support guide for schools Education Endowment Foundation EEF</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p> <p>SEF 2021/2022</p>	<p>Middle leader meetings Line management DDI and DD processes Department Reviews</p>	<p>GED and T&L team</p>	<p>End of each term (3 x year)</p>

King's Academy Prospect COVID-19 Recovery Funding Report 2022 2023

<p>Ensure Quality First Teaching is of the highest quality for all students, including those disadvantaged by Covid 19.</p>	<p>WalkThru programme. Continued application of MELC CPD and lesson framework by all teachers and departments in all lessons</p>	<p>King's Academy Prospect Monitoring Visit Letter July 21</p> <p>Other monitoring visits – see KAP Ofsted monitoring visits</p> <p>King's Academy Prospect - Ofsted Ofsted Report 2019</p> <p>SEF 2021/2022</p>	<p>Completion of Walkthru programme. Appraisal DDI and DDD processes Follow up action and support plans</p>	<p>GED and T&L team SMC SLT and ELT HODs</p>	<p>End of each term (3 x year)</p>
<p>Develop and embed the reading strategy further in the school.</p>	<p>Disciplined reading embedded in curriculum, reading ages in line with chronological age</p>	<p>King's Academy Prospect - Ofsted Improving Literacy in Secondary Schools Education Endowment Foundation EEF</p> <p>Results from reading and spelling ages.</p> <p>External exam results</p>	<p>DDI process to monitor embedding of disciplined reading. HOPs to monitor TRP Reading Ages tested 2x 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) Specialist intervention teacher to oversee and monitor.</p>	<p>MMY and SMC</p>	<p>End of each term (3 x year)</p>

King's Academy Prospect COVID-19 Recovery Funding Report 2022 2023

<p>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 inform the AIP and future department planning.</p>	<p>All underperforming students are identified in each subject and appropriate plans put in place, whole school, in departments and on an individual basis. (General/specialized/targeted)</p>	<p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Whereas priority has been given to older students, this is just as important for students in Key Stage 3 to ensure they do not fall further behind academically.</p>	<p>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</p>	<p>SMC HODs/HOFs HOPs</p>	<p>Reporting Points x 3 – one end of each term.</p>
<p>Total budgeted cost:</p>					<p>£25000</p>
<p>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.</p>					
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>Evidence and Rationale</p>	<p>Monitoring of Implementation</p>	<p>Staff lead</p>	<p>Review Date</p>

King's Academy Prospect COVID-19 Recovery Funding Report 2022 2023

<p>Develop and communicate a clear vision which identifies and raises the profile of all students currently not predicted to achieve FFT20 targets</p>	<p>All teachers are aware of students underperforming and use this information in their planning and feedback. Teachers know who their disadvantaged and SEND students are and how to support them.</p>	<p>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.</p> <p>DfE's catch-up premium guidance School planning support 2022-23 EEF</p>	<p>CPD and INSET in September Class charts seating plans and use of specific data Department RAAPS and Department Improvement Plans HOP academic Trackers Regular RS meetings once a term with all middle leaders and RSL calendar DDIs and DDs Line Management meeting minutes</p>	<p>SMC, RGE HODs/HOFs HOPS</p>	<p>Reporting Points x 3 – one end of each term</p>
---	---	--	---	--	--

King's Academy Prospect COVID-19 Recovery Funding Report 2022 2023

<p>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.</p>	<p>All students receive at least one targeted intervention to improve outcomes in English and/or Maths and other subjects. Some students will receive more than one intervention.</p>	<p>National Tutoring Programme: guidance for schools 2022 to 2023</p> <p>School-led-tutoring-conditions-of-grant</p>	<p>2x part time English intervention teachers (KS4) 1 x full time maths intervention teacher (KS4) 1 x part time maths intervention teacher (KS3) Online NTP partner- TalentED (KS4 maths) Lexia - bottom 20% of each year group 2 x tutor sessions a week</p> <p>Reading programme for KS3 students Inspiring Minds: And Digital intervention programme – Year 8 Hegarty/Sparx maths – KS4 Seneca – all departments UpLearn - post 16 in maths and science. Other subject specific interventions and additional resources, including lesson 6s, super Saturdays and half term revision sessions. Study skills and revision presentations for Year 11 by Elevate and Learning Performance study skills Free breakfast during exam season for Year 11 and 13 students</p>	<p>SMC, RGE, AHO BRA, BCL and CCR HOPS SJB and JDU</p>	<p>Reporting Points x 3 – one end of each term</p>
---	---	--	--	---	--

King's Academy Prospect COVID-19 Recovery Funding Report 2022 2023

<p>Enhance cultural experiences of students. Educational day trip for each year group, linked to specific curriculum outcomes Other extra-curricular opportunities</p>	<p>Provide experiences that support the acquisition of social and cultural capital to increase social mobility and improve life chances.</p>	<p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence from PASS tests on student attitudes to school. Student and parent questionnaires</p>	<p>Coachbright programme and mentoring for Years 9, 10 and 11</p> <p>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.</p> <p>A Christmas Carol production for Year 10</p>	<p>MMY, SMC, AHO and HOPs</p>	<p>July 2023</p>
--	--	---	--	-------------------------------	------------------

King's Academy Prospect COVID-19 Recovery Funding Report 2022 2023

<p>Ensure technology and lack of resources are not a barrier for learning and progress for any student.</p>	<p>All students have the technology required both in school and at home and access to additional resources</p>	<p>Laptops and tablets - GOV.UK (education.gov.uk) During the pandemic we provided over 300 laptops, dongles, and sim cards to students. 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.</p> <p>Since the pandemic we continue to loan devices to students both long and short term and now use Google classrooms to support independent study outside of school.</p> <p>Departments are able to purchase additional resources, including text books, revision guides and other support materials to provide to students.</p>	<p>Laptop scheme for all students, with priority for PP and disadvantaged students.</p> <p>Other laptops re-allocated to departments and to HOPs for specific interventions and mentoring</p> <p>Purchase of additional subject specific resources</p> <p>Purchase of additional headphones, dongles etc.</p>	<p>SMC, RGE, CCR HOPs</p>	<p>Ongoing</p>
<p>Total budgeted cost:</p>					<p>£100000</p>
<p>Student wellbeing – To provide additional social, emotional, and mental health support to students (and their families) affected by Covid-19.</p>					
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>Evidence and Rationale</p>	<p>Monitoring of Implementation</p>	<p>Staff lead</p>	<p>Review Date</p>

King's Academy Prospect COVID-19 Recovery Funding Report 2022 2023

<p>Secure 95% attendance and 100% punctuality for all students, especially disadvantaged students affected by Covid 19.</p>	<p>All students attend school every day and on time</p>	<p>King's Academy Prospect Monitoring Visit Letter July 21</p> <p>Other monitoring visits – see KAP Ofsted monitoring visits</p> <p>King's Academy Prospect - Ofsted Ofsted Report 2019</p> <p>SEF 2021/2022</p> <p>School attendance data – 92.2% overall for 2021/22</p>	<p>SLT gate duty. Attendance team including HOPs, Attendance officer and EWO</p> <p>Weekly cycle of meetings with SLT/Attendance team and HOPs.</p> <p>Monitoring by HOPs in tutor time and Tutors.</p>	<p>MMY and C&C team BRA and CCR HOPs</p>	<p>Ongoing</p>
--	---	--	---	--	----------------

King's Academy Prospect COVID-19 Recovery Funding Report 2022 2023

<p>Provide additional wellbeing interventions to support students' mental health and wellbeing</p>	<p>Students are well supported and engage well in learning and support programmes</p>	<p>Self-care tips for young people One You (www.nhs.uk)</p>	<p>Game Changers – KS3 boys literacy programme. Represent programme from the National Literacy Trust – KS3 girls. Wellbeing lessons – delivered by members of SLT and Heads of Progress. Appointment of AAHT with responsibility for Well-being Student Mental First Aiders trained as part of Student Leadership Team Visits to Ufton Court by all year groups by end of the Autumn term. Focus on mental health and positivity Year 7- 1 night residential Year 8 - completing OWL programme, consisting of 1 day in school ,5 day residential and 1 day at Ufton Years 9 and 10 - 2 night residential Year 11- 2 night residential Focus on exam prep and anxiety. KS3 visits to Rushall Farm- confidence and improving anxiety 10 sessions every Tuesday starting 04.10.22</p>	<p>MMY, LMC BRA and CCR HOP JBI</p>	<p>Ongoing</p>
<p>Total budgeted cost:</p>					<p>£20000</p>

