

THE FLYING BULL ACADEMY: COVID-19 CATCH UP/RECOVERY & TUITION PLAN

FUNDING

The government provided funding to cover a one-off universal catch-up premium¹ for the 2020/2021 academic year. It aimed to support pupils to catch up for lost learning caused by the pandemic. Whilst it was one-off catch-up premium, schools could carry forward any unspent funding to future academic years. In February 2021, the government announced a one-off recovery premium² as part of its package of funding to support education recovery. The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year.

Building on the pupil premium, that funding will help the school to deliver evidence-based approaches for supporting disadvantaged pupils. School-Led Tutoring³ is part of the National Tutoring Programme (NTP) in 2021/22. All eligible state-funded schools will receive a ring-fenced grant across the year to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.

KEY INFORMATION

Metric	Data
School name	THE FLYING BULL ACADEMY
Pupils in school	471
Proportion of disadvantaged pupils	53%
Proportion of vulnerable pupils	11%
Total Recovery premium funding + NTP	£29,725 + £22,882.50 (£30,313.75)
Publish date	10.11.2021
Review date	11.07.2021
Statement authorised by	V Kies
Recovery premium lead	C McCarthy
Governor lead	Peter Marcus

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FOCUS AREA OF SPEND

1 Teaching

Implement recovery teacher intervention programme based on general assessment of needs within specific cohorts, blocked into 6-week cycles.

Support each cycle with sustained CPD (PDMs), ensuring this is subject-specific where necessary and all relevant staff can access what is required.

Support pupil (and staff) knowledge through the shared construction of recovery curriculum topics and opportunities/knowledge and skills documents for each revised subject area.

Frequent low-stakes testing to ensure all pupils, and in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge.

Deliberately reduce workload (eg. Reduced Meetings, additional release time) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching. Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year.

Accelerate a CPD focus on developing phonics and early reading in the curriculum with a particular focus on introducing 'Little Wandle' in advance of September 22 launch.

Consistent Use of AR in Key Stage 2, with focus on disadvantaged pupils' engagement and developing a love of reading

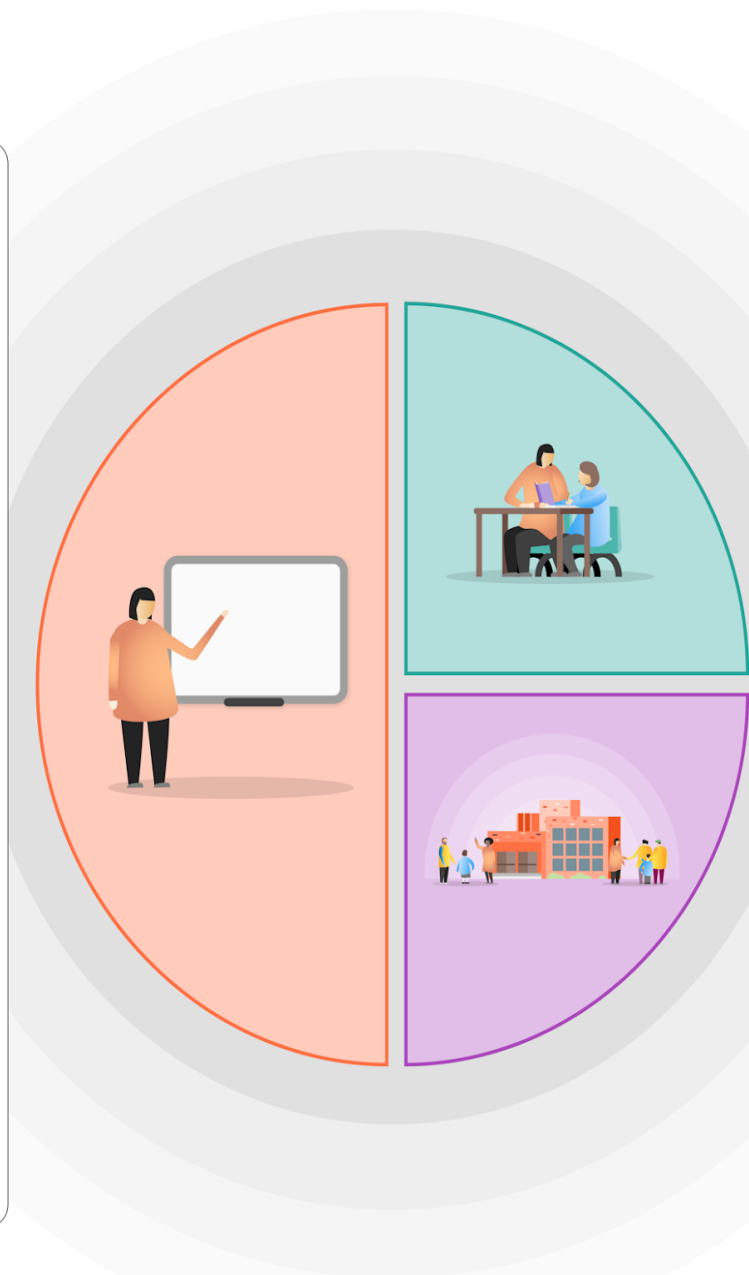
Quality first teaching for all children

Re-introduce growth mind-set and metacognition strategies to support children with their learning.

Evaluate the effectiveness and continue to develop the SIR curriculum (spacing, interleaving and retrieval)

Offer a range of real life learning opportunities. Making use of local trips and developing a collaborative approach between year groups.

Deployment of TAs across KS1 to support with early reading lessons.



2 Targeted academic support

Collaboration with team of professionals to create bespoke and targeted learning packs for specific children, including those with EHCPs

Use of Seesaw and SLT/LAPS direct liaison to act as a link between school and home, supporting families to establish routines to support home learning.

1:3/1:2/1:1 Intervention group focused on specific area of needs (mathematics. Writing, greater depth, NELI Intervention- Speech and vocabulary and phonics)

Health related Absence nurse

3 Wider strategies

Early reading support: fortnightly, weekly or every three working days—phone calls and home contact between YR and parents of reluctant readers. Reading records praised/higher profile to support early reading.

Increase communication between all stakeholders to deal swiftly with concerns and feedback

Curriculum enrichment opportunities within the community (Music, EMAS, visits and visitors etc.)

Engagement with community nurses (HRA) and other agencies

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Total allocation of funding = £52,607.50

Total allocation of funding for interventions based on School-led tuition + 25% of recovery funding = £30,313.75

Academic barriers to overcome:

Reading

Y6 Boys 52% ARE+

Y6 FSM 58% ARE+

Y6 Mid/higher (8/18 children) 44% ARE+

Y5 Boys 46% ARE+

Y5 FSM 51% ARE+

Y5 Mid/Higher (4/9 children) 44%

Y3 47% ARE+

Y3 Boys 45%

Y3 FSM 40%

Y3 SEND 10%

Y3 Greater depth 8%

Y2 34% ARE+

Y2 Boys 27% ARE+

Y2 FSM 26% ARE+

Y2 EAL 39% ARE+

Writing

Y6 Boys 19% ARE+

Y6 FSM 24% ARE+

Y6 Greater depth 0%

Y6 SEND 0% ARE+

Y5 Boys 31% ARE+

Y5 FSM 37% ARE+

Y5 Greater Depth 5%

Y4 44% ARE+

Y4 Boys 26% ARE+

Y4 FSM 35%

Y3 40% ARE

Y3 Greater depth 2%

Writing (cont.)

Y2 29% ARE

Y2 Greater Depth 0%

Y2 EAL 46%

Maths

Y6 FSM 49%

Y6 SEND 16%

Y6 Greater depth (mid/higher 6/18 pupils)

Y5 Boys 40%

Y5 FSM 46%

Y5 Greater depth (higher = 2 out of 9 pupils)

Y3 Greater depth 2%

Y3 FSM 47%

Y2 34% ARE+

Y2 FSM 27%

Y2 EAL 39%

Y2 Greater depth 5%

Pastoral barriers to overcome:

Small number of pupils with increased anxiety issues related to lockdown and the ongoing pandemic and an increase in ELSA support sessions (mainstream and provision).

Enrichment barriers to overcome:

Sports, clubs and extra-curricular activities such as choir, particularly for key pupils.

Visits / visitors to school.

Lack of engagement with Portsmouth

Historic Waterfront opportunities

Delayed school production rehearsals and opportunities for whole school performance

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FOCUS AREA OF SPEND

Problem (why)?	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Cost (how much?)
What needs to change e.g. teacher behaviour, student behaviour, attainment?	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of activities are required?	How will you know that it is working? Do staff feel the approach is feasible and useful?	What is the cost to the school?
Attainment in mathematics at greater depth - there are clear gaps in our Year 6 pupils (FSM & Greater depth), knowledge and understanding (and Year 5, Year 3) and we need to close them in the limited time that we have available.	<p>We are aiming to provide 1-1/1:2/1:3 tuition for the pupils that have the greatest levels of need, with engagement, progress and increased attainment being the active ingredients. We will see increased levels of attainment. (EEF+5)</p>	<p>Virtual tuition sessions will support these pupils. Feedback will be given to the class teacher and there needs to be a blend of tuition based on in-class lessons, gap analysis from assessment papers and pupil progress meetings.</p>	<p>We will know it is working through the improving assessment data that will be provided during and at the end of the tuition period. Increasing data from:</p> <p>Y6 FSM 49% Y6 SEND 16% Y6 Greater depth (mid/higher 6/18 pupils) Y5 Boys 40% Y5 FSM 46% Y5 Greater depth (higher = 2 out of 9 pupils)</p>	<p>21 pupils x 15 sessions (Y6) 21 pupils x 15 sessions (Y5)</p> <p>£11,340</p>
Whole school mathematics support (ARE) – access virtually, such as TT Rockstars	<p>Build number fluency and confidence in KS2. Children will be engaged with the on-line platform and will make progress.</p>	<p>Accessed remotely, and parents/children given access. School to purchase.</p>	<p>Children more secure in their number facts. Increasing outcomes from:</p> <p>Y5 Boys 40% Y5 FSM 46% Y5 Greater depth (higher = 2 out of 9 pupils) Y3 Greater depth 2% Y3 FSM 47% Y2 34% ARE+ Y2 FSM 27% Y2 EAL 39% Y2 Greater depth 5%</p>	<p>£172</p>

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<p>Attainment in writing – a significant number of children need to improve and overcome this barrier in the limited time that we have available.</p>	<p>We are aiming to provide 1-1/1:2/1:3 tuition for the pupils that have the greatest levels of need, with engagement, progress and increased attainment being the active ingredients. We will see increased levels of attainment. (EEF+5)</p> 	<p>Virtual 1-1/1:2/1:3 tuition sessions will support these pupils. Feedback will be given to the class teacher and there needs to be a blend of tuition based on in-class lessons, gap analysis from assessment papers and regular review meetings.</p>	<p>We will know it is working through the improving assessment data that will be provided during and at the end of the tuition period.</p> <p>Increasing outcomes from:</p> <p>Y6 Boys 19% ARE+ Y6 FSM 24% ARE+ Y6 Greater depth 0% Y6 SEND 0% ARE+ Y5 Boys 31% ARE+ Y5 FSM 37% ARE+ Y5 Greater Depth 5%</p>	<p>15 pupils x 15 sessions</p> <p>£4,050</p>
<p>Improving confidence and accuracy in spelling across the school, develop pupil confidence in this area</p>	<p>We are aiming to provide access to an on-line programme for all pupils – ‘The Spelling Shed’. Pupils will be motivated and we will see greater confidence and accuracy with spelling strategies. (EEF+5)</p> 	<p>Through on-line access to ‘The Spelling Shed’ software for all pupils.</p> <p>Virtual/distance learning followed by in-school activities.</p>	<p>We will know it is working through the improving accuracy within children’s written work and levels of engagement with the on-line resource.</p>	<p>Whole school access</p> <p>£169.32</p>
<p>Starting points for SEND pupils as a group across the school is lower than what we would typically expect</p>	<p>Bespoke support packages that will build confidence and address gaps, particularly in reading. Small group interventions (EEF+4)</p> 	<p>Increase AR licences, and develop individual support packs based on SWAY documents.</p>	<p>We will know it is working because our SEND pupils will make accelerated progress in Spring 1/2 and Summer terms. Outcomes data to improve from:</p> <p>Y6 SEND 0% ARE+ (writing) Y3 SEND 10% (reading) Y6 SEND 16% (maths)</p>	<p>SEND Pupils x 13 (across Y3 and Y6) bespoke interventions</p> <p>£3,510</p>



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<p>KS1 and Year 3 phonics outcomes are much lower than expected at this stage of the year – younger pupils have returned from partial school closures with significant gaps in their phonics knowledge</p>	<p>Introduce revised phonics approach based on new phonics scheme – recruit additional staffing to support targeted phonics interventions for Y3</p> <p>(EEF +5)</p>	<p>In-class support for additional phonics provision across KS1 and with a specific focus on Year 3 pupils who scored below the threshold on their previous phonics check.</p>	<p>We will know the intervention has been successful because outcomes for Y2 and Year 3 pupils will show significant increase in attainment shown by the phonics screening and checking assessments. Increased outcomes from:</p> <p>Y3 47% ARE+ Y3 Boys 45% Y3 FSM 40% Y3 SEND 10% Y3 Greater depth 8% Y2 34% ARE+ Y2 Boys 27% ARE+ Y2 FSM 26% ARE+</p>	<p>Employing recovery-specific teacher (cover supervisor) role to enable specific phonics interventions to take place.</p> <p>£23,106.18</p>
<p>Boys reading - there are clear gaps in our pupils' knowledge and understanding and we need to close them in the limited time that we have available.</p>	<p>We are aiming to provide 1-1/1:2/1:3 tuition for the pupils that have the greatest levels of need, with engagement, progress and increased attainment being the active ingredients. We will see increased levels of attainment. (EEF+5)</p>	<p>Virtual tuition sessions will support these pupils. Feedback will be given to the class teacher and there needs to be a blend of tuition based and in-class pre-teach lessons, gap analysis from assessment papers and pupil progress meetings.</p>	<p>We will know it is working through the improving assessment data that will be provided during and at the end of the tuition period. Increasing data from:</p> <p>Y6 Boys 52% ARE+ Y5 Boys 46% ARE+ Y3 Boys 45% Y2 Boys 27% ARE+</p>	<p>19 pupils x 15 sessions (Y6) 19 pupils x 15 sessions (Y5)</p> <p>£10,260</p>

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<p>Pastoral support for small number of pupils with increased anxiety issues related to lockdown and the ongoing pandemic - an increase in ELSA support sessions (mainstream and provision).</p>	<p>We are aiming to individual intervention strategies for the pupils that have the greatest levels of need, with engagement. We will improve levels of attendance for vulnerable pupils and focus on metacognition strategies (EEF+7)</p> 	<p>Collaboration with team of professionals to create bespoke and targeted learning packs (using SWAY) for specific children, including those with EHCPs, based on Trust models.</p> <p>Use of Seesaw and SLT/LAPS direct liaison to act as a link between school and home, supporting families to establish routines to support learning.</p>		<p>£0 (additional)</p>
<p>Arts Participation</p>	<p>To increase participation in the arts for vulnerable pupils* There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved. (EEF+3)</p> 	<p>Explicit teaching of creative skills and techniques.</p> <p>Opportunities for pupils to practice, reflect on their strengths and identify areas for improvement.</p> <p>Access to materials, equipment, extra-curricular activities and cultural experiences.</p>		

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¹ DFE (2021) [Catch-up premium - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/catch-up-premium) [accessed 7.11.2021]

² DFE (2021) [Recovery premium funding - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/recovery-premium-funding) [accessed 7.11.2021]

³ DFE (2021) [School-led tutoring grant - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-led-tutoring-grant) [accessed 7.11.2021]

School-led tuition at
the Flying Bull
Academy

Funding £22,882

No. of
pupils 113

Tutors 12

Pupils

1. Greater Depth Writing Y6

2. Greater Depth Maths Y5

3. ARE Writing Y6

4. ARE Writing Y5

5. SEND interventions Y6

6. Boys Reading Y5

7. Boys Reading Y6

8. Phonics Y3

9. Phonics Y2

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10. Boys' Reading Y3

11. Boys Reading Y2

12. SEND interventions Y3