

**Broadbent Fold Primary School
and Nursery**



**Tutoring Grant
Strategy Statement
2022-2023**

This statement details our school's use of the National Tutoring Programme (NTP) Grant. We have decided to implement the **School-Led Tutoring** option.

School-led tutoring is available for eligible state-funded schools and academy trusts based on the number of pupil premium students. This payment is ring-fenced to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools and academy trusts the flexibility to use tutors with whom they are familiar.

School overview

Detail	Data
School name	Broadbent Fold Primary School and Nursery
Number of pupils in school	22
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Catherine Parker
Pupil premium lead	Catherine Parker
Governor / Trustee lead	Bob Boyle

Funding overview

Detail	Amount
National Tutoring Grant (3 hours per week)	£61 x hourly rate
Total budget for this academic year	£1,040 September 2022 to March 2023

Strategy plan

Statement of intent

The National Tutoring Programme (NTP) is a scheme intended to provide additional, targeted support for those children and young people in schools who have been most affected by disruption to their education as a result of the coronavirus (COVID-19) pandemic. Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests (EEF) that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic. The NTP is intended to help close the education gap which widened as a result of COVID-19. We know that disadvantaged and vulnerable pupils faced more barriers during school disruptions including problems in accessing digital devices and difficulties in studying autonomously at home.

Analysis from the Government's research into pupil progress in the autumn term 2022 shows that:

The disadvantage gap index has increased from 2.91 in 2019 to 3.21 in 2022.

The disadvantage gap index reduced between 2011 and 2018 - indicating that the gap in attainment between disadvantaged pupils and other pupils was becoming smaller - before remaining at a similar level between 2018 and 2019. The index has increased in 2022 to the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils.

Attainment has fallen compared to 2019 for both disadvantaged pupils and other pupils at the expected and higher standards in all subjects except for reading. However, the attainment of disadvantaged pupils has fallen further than for other pupils, increasing the disadvantage attainment gap.

In reading, attainment remained stable for disadvantaged pupils at 62% and increased from 78% to 80% for other pupils. In writing, attainment fell from 68% to 55% for disadvantaged pupils and from 83% to 75% for other pupils. In maths, attainment fell from 67% to 56% for disadvantaged pupils and from 84% to 78% for other pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge See data below.
1	Assessments have shown that our disadvantaged EYFS pupils are making progress in line with their peers. In Key Stage One there are underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils affecting reading and mathematics. School have noticed considerable impact on Physical Development and writing across these phases. School is targeting pupils to accelerate progress and reduce gaps with their non-disadvantaged peers in reading, writing, maths and phonics. Impact of Covid 19 evident.
2	Assessments have shown that our small group of disadvantaged KS2 pupils are overall making less than expected progress. School is working to improve this outcome and reduce this gap with their non-disadvantaged peers in reading, writing and maths- with a significant focus on Spelling, Grammar and Punctuation.

Reading Outcomes 2022

Vulnerable Group	Reception 3 pupils	Year 1 3 pupils	Year 2 4 pupils	Year 3 3 pupils	Year 4 6 pupils	Year 5 3 pupils	Year 6 4 pupils
Boy	50%	61.5%	61.1%	92.3%	72.7%	76.2%	50%
Girl	81.3%	68.7%	81.8%	78.6%	75%	88.9%	87.5%
Pupil Premium	66.7%	33.3%	0%	33.3%	33.3%	33.3%	25%

Writing Outcomes 2022

Vulnerable Group	Reception 3 pupils	Year 1 3 pupils	Year 2 4 pupils	Year 3 3 pupils	Year 4 6 pupils	Year 5 3 pupils	Year 6 4 pupils
Boy	35.7%	61.5%	44.4%	23%	27.7%	61.9%	30.8%
Girl	81.3%	68.7%	54.5%	71.4%	45%	66.7%	75%
Pupil Premium	33.3%	33.3%	0%	66.7%	16.7%	33.3%	25%

Maths Outcomes 2022

Vulnerable Group	Reception 3 pupils	Year 1 3 pupils	Year 2 4 pupils	Year 3 3 pupils	Year 4 6 pupils	Year 5 3 pupils	Year 6 4 pupils
Boy	64.3%	69.2%	66.7%	76.9%	72.7%	76.2%	50%
Girl	87.5%	75%	81.8%	50%	55%	88.9%	41.7%
Pupil Premium	100%	33.3%	0%	33.3%	33.3%	66.7%	0%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Pupils in receipt of pupil premium make accelerated progress in English and Mathematics as a direct result of the school-led tutoring programme.</p> <p>1:1 and small group tuition is implemented effectively to help targeted pupils catch up on learning lost due to the pandemic.</p>	<p>End of year assessments show:</p> <ul style="list-style-type: none"> • Interventions are impacting on progress and narrowing gaps with peers locally and nationally. Tracking for this is effective using provision mapping. Interventions reviewed half termly to ensure impact and success. • Targeted pupils have met expected standards and learning has been accelerated. • This programme has supported targeted pupils in recovering lost learning time. • Improvement in confidence and attainment in daily lessons evident. • End of year outcomes show improvement.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CP – Tutoring 3 hours per week for identified children across KS1 and KS2.	EEF Teaching and Learning toolkit evidence summaries. } EEF Guidance Report - Improving Literacy in the EY and KS1. September 2020 } EEF Guidance Report - Improving Mathematics in the EY and KS1. January 2020 } EEF Guidance Report - Making best use of Teaching Assistants. October 2018	1,2