Covid-19 Catch-Up Premium Spend - School Log Template

School Name: Longthorpe Primary School - PKAT

Total Catch-Up Premium £33,280   £33,325   £0

Planned Support Strategy Title	EEF Support Strategy Category (if applicable)	Actions and rationale as per EEF - "Schools have the flexibility to spend their funding in the best way for their cohort and circumstances" - DfE	Description of School level strategy	Link to Recovery/School Improvement Plan	Budgeted Spend	Actual Spend to Date	Anticipated Timescales (start & end date)	Details of Governor / LA engagement in decision making and monitoring	Impact/Evidence Ideas	School Evidence of Outcomes
National Tutoring programme - targeted at Year 6/5 pupils for 15 sessions for each pupil as needed - theses year groups' need is more immediate than other year groups with transition to secondary school in mind	Targeted approaches - One to one and small group tuition	EEF evidence indicates that where remote education is used, the elements of effective teaching - such as clear explanations, scaffolding and feedback - are more important than how lessons are delivered. Ensuring access to technology is key, especially for disadvantaged pupils. Peer interactions during remote lessons motivate pupils and improve outcomes. Supporting pupils to work independently can improve learning outcomes. Teachers should be supported to consider which approaches are best suited to the content they are teaching. Refer to useful links tab for document - best-evidence-on-supporting-students-to-learn-remotely	Reading & Maths 1:1 tutoring - use national tutoring programme to enable additional teaching and high impact 1:1 tution for targetted children	Raising standards in reading & maths - particulalry special mental strategies; FDP; summarising and complex inference	£3,000		Spring 2	LGB - curriculum governor	Consideration of impact might involve ascertaining, via sampling sessions and work, the extent to which 1:1 tuition has been pitched appropriately in order to address the gaps in learning that have been identified. Also data on the proportion of pupils, including disadvantaged pupils, who have access to the necessary technology/who take up and continue with additional tutoring offers that are made. Relevant pupil, staff and parental 'voice' might also be captured.	DATA / ASSESSMENTS/ TESTS / BOOKS / PUPIL VOICE.
FFT WAVE 3 Reading Intervention	Targeted approaches - Intervention programmes	EEF evidence: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.	Targetted 1:1 reading intervention for readering to support for children in KS1 to improve skills and knowledge at word, sentence and text level with the objective of helping the learner to develop a range of independent reading and writing strategies.	Improving basic reading & writing skills / knowledge of lower attainers	£1,000		January 21 - March 21 (training - interventions wil run each academic year as and when necessary)	LGB - curriculum governor	Impact can be expressed in qualitative or quantitative terms. Quantitative measures might include evidence that pupils' knowledge gaps are closing, from initial baselining followed by subsequent testing e.g. NFER/PIRA/PUMA.	Intervention assessments. Pupil / teacher / TA feedback. Evidence in books and test / assesment data / SFA data / writing in books / 'No More Marking Judgements'.
First Class @ Number 1 & 2 and Success at Arithmetic: Number sense. 3 TAs trained and one lead teacher to deliver his intervention to Year 2 - 5	Targeted approaches - Intervention programmes	EEF evidence: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.	Train TAs to deliver high quality, researched number intervention programme: • To narrow the attainment gap for vulnerable groups • To provide a solid basis and effective learning opportunity for all children to succeed in mathematics • To increase enjoyment and engagement in mathematics • To develop Teaching Assistants' subject knowledge and wider effectiveness	Improve children's number knowledge - including tables recall, place value and number bonds	£2,325		January 21 - March 21 (training - interventions wil run each academic year as and when necessary)	LGB - curriculum governor - PKAT Leadership Team	Impact can be expressed in qualitative or quantitative terms. Quantitative measures might include evidence that pupils' knowledge gaps are closing, from initial baselining followed by subsequent testing e.g. NFER/PIRA/PUMA.	Baseline data and end data (at end of intervention); feedback from children, Maths Lead; class teacher; TAs; test data & QLAs
Purchase and deploy tech hardware to increase access to learning and existing online resources	Wider strategies - Access to technology	EEF evidence: As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present-for example, clear explanations, scaffolding, practice and feedback- is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced. Refer to useful links tab for document - best-evidence-on-supporting-students-to-learn-remotely	iPAd purchase to enhance and increase acces to online packages already in place: including, Bedrock Learning; TT Rockstars; SPAG.com. As well as increase access to our new online reading provision. Use of technology to provide good models for learning and scaffolding for chilren; increase capacity for collaborative learning; use for assessment purposes and sharing learning with others to peer review/access; provide training for	iPAD 1:1 deployment with Y6 - PKAT project - develop the use of technology to enhance teaching and learning, pupil engagement, teahcer feedback d workload.	£25,000		January 21 (depndent upon availbility and procurement)- no end date - long term strategy	LGB - curriculum governor - PKAT leadership team	Impact commentary might include information on the proportion of pupils who have, and are regularly using, the necessary equipment; the proportion who log on to any online learning offer and complete the tasks that are set; pupil and parental 'voice' around online learning platforms and their utility.	Pupil/parent/staff survey - access to online learning increases, improvement in times tables, grammar and word knowledge improves - SFA assessments. Times tables and number bonds assessments.
Digital Reading Software - Library - whole school	Other	Engage pupils with a broader range of reading materials to increase their time spent reading; increase access to reading materils in school and children's homes; tailor reading materilas to children's interests and increase theri engagement	Digital libraray for children to access both in school and at home to ensure they have better access to a broad range of good quality reading materials than school currently has. Furthermore, some of our pupils have little or no books at home, so this will give them access to thousands of books online. The programme will tailor the books to the correct reading band as well as children's own interests	Increase engagement with reading - SFA raise standards - increase access to greater range of books / library - enable children to access more books that suit their personal preferences thereby increase enagagment and reading capability	£2,000		January 21	LGB - curriculum governor - PKAT leadership team	Pupil voice - reading records on ICT system - reading assessmnets online	SFA Treasure Hunts / pupil voice / teacher assessments / tests / progress through book bands /levels