

Covid-19 Catch-Up Premium Spend - School Plan - 20-21 – Version 2 – 28-1-2021

School Name:	Longthorpe Primary School - PKAT								
Total Catch-Up Premium	£33,080.00			Planned Spend:	£29,166.09		Left:		
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	Cost	Anticipated Timescales (start & end date)	Details of Governor / LA engagement in decision making and monitoring	Impact/Evidence Ideas	School Evidence of Outcomes
Tutoring for Year 5 children in maths - three x half hour weekly for 3 children for 6 weeks	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	Reading & Maths 1:1 tutoring - use national tutoring programme to enable additional teaching and high impact 1:1 tuition for targeted children	Raising standards in maths - particularly special mental strategies; FDP;	£600	Summer 1	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,	DATA / ASSESSMENT S/ TESTS / BOOKS / PUPIL VOICE.

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		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						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.	
FFT WAVE 3 Reading Intervention	Targeted approaches - Intervention programmes CPD for staff	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	Targeted 1:1 reading intervention for low attaining readers 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	£650.00	January 21 - March 21 (training - interventions will 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 / assessment data / SFA data / writing in books / 'No More Marking Judgements'.

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		<p>sustained period and are carefully timetabled to enable consistent delivery.</p> <p>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.</p>							
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First Class @ Number 1 & 2 - 2 TAs trained and one lead teacher to deliver this intervention to Year 2 - 4	Targeted approaches - Intervention programmes CPD for staff	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	Train TAs to deliver high quality, researched number intervention programme: <ul style="list-style-type: none"> To narrow the attainment gap for vulnerable groups To promote 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	£2550	January 21 - March 21 (training - interventions will 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
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		disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.							
Purchase and deploy tech hardware to increase access to learning and existing online resources for class in KS2 –then redistribute existing tech from that year group to others	Wider strategies - Access to technology CPD for staff to improve learning	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	iPad purchase to enhance and increase access to online packages already in place: including, Bedrock Learning; TT Rockstars; SPAG.com . Use of technology to provide good models for learning and scaffolding for children; increase capacity for collaborative learning; use for assessment purposes and sharing learning with others to peer review/assess;	iPAD 1:1 deployment with Y6 - PKAT project. Focus Year groups will be KS2 This is a long term plan that will benefit the Year 5 children, initially, as well as the current Year 3s and 4s over a period of 3 years and beyond enabling 121	£17,239	January 21 (dependent upon availability 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. Children will be able to engage with their learning at home and in school with a 121	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.

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		particularly if new forms of technology are being introduced. Refer to useful links tab for document - best-evidence-on-supporting-students-to-learn-remotely.	provide training for staff to use technology effectively; will compliment iPad learning project with Y6 1:1 deployment and support from XMA; use for accessing online tutoring if required.	devices for learning in school and extending this to home.				device which will enable them to continue their learning seamlessly whether at home or in school. Children will become more adept at using the device as a learning tool and thereby become more prepared for a 21 st Century workplace.	
Digital Reading Software - Library - whole school	Other Provide a plethora of reading materials for children to access during term time and holidays linked to	Engage pupils with a broader range of reading materials to increase their time spent reading; increase access to reading materials in school and children's homes; tailor reading materials to children's interests and increase their engagement	Digital library 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	Increase engagement with reading - SFA raise standards - increase access to greater range of books / library	£2,000	January 21	LGB - curriculum governor - PKAT leadership team	Pupil voice - reading records on ICT system - reading assessments online	SFA Treasure Hunts / pupil voice / teacher assessments / tests / progress through book bands /levels

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	their interests		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.						
Practical Learning Resources to aid learning and assessment – including remote learning packs	Other	Provide concrete learning resources not available at home to deepen understanding of concepts being taught and provide scaffolding for learners, particularly maths.	This will enable concrete learning at home in line with our pedagogies, particularly concrete maths teaching thereby deepening understanding of key concepts.	3.6: develop PAM pedagogies	£300.75	February 2021	LGB curric governor	Children will have a deeper understanding of key core concepts taught and will have more independence in their working due to resources. Work will be more in line with what they produce in school.	Teacher formative assessment of children & feedback around how materials have supported remote learning; feedback from children / parents.

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Testbase software package	Other	Provide an array of assessment questioning to support diagnosis of gaps in learning and what has been retained to plan provision.	This will support teachers' ongoing assessments of reading / maths / science to identify pupil knowledge and gaps that can then be addressed.	1.5: Assessment of learning to address gaps in learning	£290	February 2021	LGB curric governor RSL	Teachers will utilise assessment questions to better ascertain gaps in children's learning - individually and as a class, leading to provision that addresses key misconceptions.	Teacher formative and summative assessments.
Maths.co.uk	Assessment resources	Provide teachers with an array of varied maths assessment questions that are computer based and provides analysis of pupil performance to support teachers with identifying gaps in learning to plan provision to address these.	Assessment analysis to identify gaps in understanding.	1.5: Assessment of learning to address gaps in learning	£249	February 2021	SLT RSL LGB Curric governor	Teachers will utilise assessment questions to better ascertain gaps in children's learning - individually and as a class, leading to provision that addresses key misconceptions.	Teacher formative and summative assessments.

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Level 3 Forest School Training for School PE & Sports Teacher	Support great learning by investing in CPD	Provide some alternative provision for children who learn better outside of the classroom so that they can develop understanding of key concepts across the curriculum as they engage more with their learning. This will also be part of developing our oracy provision.	<p>Develop oracy skills so that children are more articulate and use lexical vocabulary to explain concepts.</p> <p>Provide more outdoor learning experiences for children to engage with their learning through this alternative approach.</p> <p>Keep children in touch with nature which is good for their mental health.</p>	<p>Oracy development</p> <p>Mental well being</p> <p>Real life / relevant learning - Learning to Learn.</p>	<p>£850 for training</p> <p>£2217.34 for resourcing</p> <p>Tot: £3067.34</p>	Summer Term 2021 - as soon as course becomes available	LGB Curric Lead SLT	<p>This will lead to more holistic learning, play, which will improve self esteem and emotional intelligence, as well as improving oracy and key core concepts in RWM.</p> <p>Children will be more adept at campcraft and outdoor problem solving and teamwork.</p> <p>This will help to raise confidence, resilience and the willingness to 'have a go' at new challenges.</p>	<p>Forest School Teachers assessments - baseline to end of programme.</p> <p>Teacher feedback on engagement with classroom learning & key character traits - improved?</p>
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Alan Pete Digital Writing training & resource packs	Support great learning by investing in CPD	Exciting and Engaging writing training for staff: The Seven Key Pedagogic approaches that underpin the effective teaching of non-fiction. Language development games to help develop a broad vocabulary, including, consistent-language sentence types to apply within a whole school setting	Develop consistent pedagogies for writing of non fiction and exciting sentence types to supplement our own writing expectations and Fundamentals.	Language / vocabulary development Improving non fiction writing	£1300	March 2021	SLT LGB Curri lead	Consistent approach to writing of non fiction will raise standards Language / vocabulary use will improve as part of our focussed vocabulary programme already in place at school - SFA / Longthorpe Laureate Language	No More marking grades / reports teacher writing assessment Leaders moderation of writing
Boxall Profile					500.00				

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Complete Comprehension	Other - enhanced resource for improving reading comprehension	Support teachers with supplementing our SFA reading programme, particularly with retrieval, inference and word meaning comprehension.	Improve reading comprehension - supplement SFA programme, which has gaps in question types.	SFA - improve reading comprehension standards.	£420	March 2021	SFA LEAD SLT	Support comprehension improvement. especially, where children have not understood key comprehension concepts through our SFA programme.	Improved comprehension scores in SFA and other assessments.
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