

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

School Name: **Friday Bridge Primary School**
 Total Catch-Up Premium: **£8,160**

£8,300 **£1,000**

Education Endowment Foundation - Covid-19 support guide for schools

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
Read Write Inc Development	Teaching and whole-school strategies - Supporting great teaching	EEF evidence indicates that a number of strategies - at varying levels of cost - have the most significant impact. These include Early Years interventions; feedback; collaborative learning; mastery learning; metacognition and self-regulation; 1:1 tuition. Other strategies - sometimes high cost ones - have a much more limited impact on outcomes, such as spend on additional teaching assistants. Refer to useful links tab for link to toolkit.	School will continue to engage with RWinc development leaders (TUF project) to develop phonics teaching in EYFS and KS1	Quality of Education: Objective 1: High quality teaching ensures good progress across all areas of the core curriculum, rapidly addressing gaps in learning to minimise impact of school closures upon pupil achievement. Objective 3: To narrow the attainment gap for disadvantaged pupils in core subjects	Spend is Funded through TLIF-Resources to be continually updated through curriculum budget		September 2020- July 2021	English to monitor impact of RWinc as evidenced in phonics data. RWinc development leader to continually monitor through 2x half termly meetings and 6 weekly assessments. Subject lead to work with LA English Advisor to monitor impact.	RWinc assessment data and action plan updates and notes from development days	Assessment through RWinc has shown effective pupil progress through the programme. Over time this will impact upon reading outcomes. Pupils have been identified and receive 1:1 phonics tuition as appropriate.
Maths Hub project - to develop teaching and learning in mathematics across the school	Teaching and whole-school strategies - Supporting great teaching	EEF evidence indicates that a number of strategies - at varying levels of cost - have the most significant impact. These include Early Years interventions; feedback; collaborative learning; mastery learning; metacognition and self-regulation; 1:1 tuition. Other strategies - sometimes high cost ones - have a much more limited impact on outcomes, such as spend on additional teaching assistants. Refer to useful links tab for link to toolkit.	School will continue to engage with the Maths Hub project which began in the last academic year- working directly with the hub to develop teaching and learning in mathematics across the school.	Quality of Education: Objective 1: High quality teaching ensures good progress across all areas of the core curriculum, rapidly addressing gaps in learning to minimise impact of school closures upon pupil achievement. Objective 3: To narrow the attainment gap for disadvantaged pupils in core subjects	Spend is funded through Opportunity Area		September 2020- July 2021	Maths Governor to monitor working with Maths subject leader. LA Maths Advisor to support in monitoring of the impact of this project.	Assessment data in Maths. Pupil voice pre and post the project. Staff feedback. Lesson observation and work scrutiny. Notes of visit from Maths Hub.	The quality of teaching and learning has improved across the school in mathematics as has been evidenced in monitoring activities (internal and external). Teachers demonstrate increased confidence in the teaching of mathematics.
Assessment CPD	Teaching and whole-school strategies - Pupil assessment and feedback	EEF evidence indicates that subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Refer to useful links tab.	Assessment strategies to be developed through CPD- Twilights Summer Term 2020- to focus upon how self assessment/ immediate feedback and response can be effectively utilised to secure progress and address gaps in learning.	Quality of Education: Objective 1: High quality teaching ensures good progress across all areas of the core curriculum, rapidly addressing gaps in learning to minimise impact of school closures upon pupil achievement.	£300- Twilights- support staff to attend and relevant CPD materials available	£300		Assessment Governors and Subject governors to monitor impact of effective assessment upon progress to monitor through KIT visits	Lesson observation and work scrutiny. LA KIT Visit notes Subject leader reports HT report to governors SIP and Action Plan evaluations	Teachers are confident in using assessment and demonstrate secure understanding of how effective assessment underpins high quality teaching and learning. This has been evident in PPMs and within APDR processes for PP and SEND pupils.
Year 5 and 6 additional teaching capacity	Targeted approaches - One to one and small group tuition	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	Additional class teacher 2 days per week (English and Maths Lead) to provide additional small group/ focused tuition for identified pupils	Quality of Education: Objective 1: High quality teaching ensures good progress across all areas of the core curriculum, rapidly addressing gaps in learning to minimise impact of school closures upon pupil achievement. Objective 3: To narrow the attainment gap for disadvantaged pupils in core subjects	£4000 (10 hrs per week for 2 terms)	£4,000	March 2021- July 2021	English and Maths, PP and Assessment Governors to monitor impact LA advisors to monitor through KIT visits and review	Assessment data Pupil work scrutiny. LA KIT Visit notes Subject leader reports HT report to governors SIP and Action Plan evaluations	Teacher assessments for end of year demonstrate that despite school closures pupils have made good progress with 40% of Y6 pupils achieving ARE in RWM. (R- 40%, W- 50% M- 60%). There is no notable gap between PP and Non- PP pupils. In Year 5- 33% have achieved ARE in R,W, M despite closures and targeted support will be implemented in September 2021 to support pupils to narrow the gap further.
Additional TA in KS1 to provide targeted tuition and support for pupils to support catch up in Phonics English and Maths	Targeted approaches - One to one and small group tuition	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	Additional TA 2 mornings (4 hours a week) to provide additional small group/ focused tuition for identified pupils	Quality of Education: Objective 1: High quality teaching ensures good progress across all areas of the core curriculum, rapidly addressing gaps in learning to minimise impact of school closures upon pupil achievement. Objective 3: To narrow the attainment gap for disadvantaged pupils in core subjects	£2,000	£2,000	September 2020- July 2021	English and Maths, PP and Assessment Governors to monitor impact LA advisors to monitor through KIT visits and review	Assessment data Pupil work scrutiny. LA KIT Visit notes Subject leader reports HT report to governors SIP and Action Plan evaluations	RWinc assessments show strong progress through the phonics programme, and learning gaps have been addressed through 1:1 tuition. Additional TA support has effectively supported pupils readiness to learn and has been used to target individual gaps and needs. Evidence of progress has been seen through internal and external monitoring.
Year 3 and 4 targeted tuition through release time for class teacher to provide focused support and tuition for small groups	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	Pupils to be identified for catch up tuition through registered provider (1 day per week) and teacher release time to provide focused support for pupils within small groups (1 morning per. week)	Quality of Education: Objective 1: High quality teaching ensures good progress across all areas of the core curriculum, rapidly addressing gaps in learning to minimise impact of school closures upon pupil achievement. Objective 3: To narrow the attainment gap for disadvantaged pupils in core subjects	£1,500	£1,500	March 2021-July 2021	English and Maths, PP and Assessment Governors to monitor impact LA advisors to monitor through KIT visits and review	Assessment data Pupil work scrutiny. LA KIT Visit notes Subject leader reports HT report to governors SIP and Action Plan evaluations	There is strong evidence of progress in books and through monitoring of T and L of pupil progress in Y3/4. There are significant learning gaps and areas of the curriculum which due to closures have not been accessed- these will be targeted as a priority in the next academic year to further close the gap.
KS2 booster sessions in English and Maths	Targeted approaches - Extended school time	EEF evidence: There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.	After school booster groups led by HT, Class teachers and TAs to target gaps in pupil learning and support preparation for end of key stage assessments	Quality of Education: Objective 1: High quality teaching ensures good progress across all areas of the core curriculum, rapidly addressing gaps in learning to minimise impact of school closures upon pupil achievement. Objective 3: To narrow the attainment gap for disadvantaged pupils in core subjects	£500	£500	April 2021-June 2021	Assessment Governors and Subject governors to monitor impact of effective assessment upon progress to monitor through KIT visits	Lesson observation and work scrutiny. LA KIT Visit notes Subject leader reports HT report to governors SIP and Action Plan evaluations	Teacher assessments for end of year demonstrate that despite school closures pupils have made good progress with 40% of Y6 pupils achieving ARE in RWM. (R- 40%, W- 50% M- 60%).
Digital Platform - Office 365 to support home learning and ensure that all pupils have access to remote learning in the case of full or partial closure	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	365 has been implemented across the school and all pupils and staff are able to access from home. This will be used to support home learning tasks whilst schools and if necessary provide a remote learning package in case of full or partial closure in conjunction with the remote learnign policy.	Quality of Education: Objective 1: High quality teaching ensures good progress across all areas of the core curriculum, rapidly addressing gaps in learning to minimise impact of school closures upon pupil achievement. Objective 3: To narrow the attainment gap for disadvantaged pupils in core subjects	£1500- funded through DfE funding		September 2020- July 2021	Discussion of use and impact during governing body meetings and feedback and evaluation from parent governors	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.	High levels of engagement with remote learning. 12 pupils did not engage regularly (This included 2 EHCP pupils for whom bespoke education plans were in place. Parent survey and feedback was hugely positive. Governor, SLT and Subject leader monitoring of provision evidences the high standards of remote learning offered to and accessed by children.

