

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

School Name: **Oakdale Primary School**
 Total Catch-Up Premium **£20,560** (£80 per pupil)

£22,626 **£1,765**

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
Small Group Intervention support in Key Stage 2 (maths and literacy)	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.	Employment of an intervention teacher Autumn term 2020 to start January 2021. Based on baseline data and November assessment children will be identified for additional literacy and numeracy catch up intervention. The children will be allocated based on the expected amount of progress compared to actual progress made from Autumn 2019 to Autumn 2020. Progress from Key Stage One will also be taken into account. SLT identify pupils in Key Stage 2 in need of core skills catch up. Key areas of data considered: rate of progress from Autumn 2019, progress from KS1, vulnerable to secure expected. Teachers to provide intervention teacher with diagnostic outcomes from Pixl tests Nov 2020 to enable gap teaching focusing on reading and maths.	Maths and literacy SDP focus on raising attainment and good progress.	£20,187		January 2020 to July 2021	Plan shared with Standards Accountability Committee Jan 2020 and presented to FGB. SAC responsible for monitoring during visits with literacy and numeracy leads.	Impact of intervention measured through data at planned assessment points throughout the year and progress tracking.	
1:1 and small group tuition	Targeted approaches - One to one and small group tuition	EEF evidence: There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional	HLTA additional hours to target the class with the greatest progress gap from Autumn 2019 (Y4) Assertive mentoring approach 1:1 with targeted pupils (7) once a week alternating literacy and numeracy. Small group (4 children) reading intervention and 1:1 wellbeing support. 3.35 hours per week 5 sessions in Autumn 2.	Maths and literacy SDP focus on raising attainment and good progress. Wellbeing SPD- children are happy in school and additional resources support wellbeing.	£299		Autumn 2 until interevntion teacher starts in January 2021	Spending plan for catch up and rational shared as detailed above.	Data impact using Pixl tests. Pupil feedback. Well-being tracking records	
1:1 National Tutoring Programme	Targeted approaches - One to one and small group tuition	EEF evidence: Tuition delivered by qualified teachers is likely to have the highest impact. There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.	Accessing the National Tutoring Programme for 1:1 support after the school day. Targeted at Y6 pupils due to the least amount of school returned to school from June 2020. £187.50 for 15 hours 1:1 two pupils for Spring 1 until SATs.	Maths and literacy SDP focus on raising attainment and good progress.	£375		Spring term Y6 until May 2020	Spending plan for catch up and rational shared as detailed above.	Data impact. Pupil feedback. Well-being tracking records	
All children provided with catch-up / consolidation of key concepts resources to work on at home	Wider strategies - Supporting parents and carers	EEF evidence: Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Moving to an online learning platform for homework and ensuring access to workbooks for self isolation periods.	Remote learning approach using Google Classroom to commence in Autumn 2020 to prepare for the eventuality of a bubble closure. Training for staff and parent virtual meetings for support. During self-isolation all pupils will have access to age relevant workbooks to cover all aspects of learning in the core areas. Pixl strategy holiday homework packs sent home during the February half term holiday and the Easter holidays for Y6. Lending library of devices to be allocated for in pupil premium funding.	Maths and literacy SDP focus on raising attainment and good progress.	£1,765	£1,765	Send out October 2020	Remote learning policy checked and commended by Dr Jason Howard. Policies circulated to all Governors. Discussed with LA advisor Autumn 2020.	Parental questionnaires	