

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

School Name: **Orchards CE Primary School**  
 Total Catch-Up Premium: **£22,300**

**£3,000**      **£0**

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 engagement in decision making and monitoring | Impact/Evidence Ideas  | School Evidence of Outcomes  |
|---|--|--|--|--|--|----------------------|--|--|--|--|
| PT Intervention Teacher Y6 (days per week)  | 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.   | PT intervention teacher 3 afternoons per week at U3, MM  | Priority 1.1                                   | 24 weeks, 1.5 days per week of MM at U3=£11,000                      | £0                   | November 23rd 2020 to 24th June 2021       | 2nd December 2020  | 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. Attendance rates and participation rates in 1:1 tutoring/out-of-hours catch-up programmes and so on might also be cited.   | Improvement on November baseline   |
| Access to central team education psychologist and speech and language therapist. Target group is EYFS                             | 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.   | DEMAT employing a FT educational psychologist and S&L therapist in the DEMAT central team  | Deployment as yet unknown Priority 1.1 and 5.1 | Top slice of £24 per child leaving £56 per child at Orchards=£22,300 | £0                   | Not yet known                              | 2nd December 2020  | Impact can be expressed in qualitative or quantitative terms. Qualitative measures might include senior leaders' monitoring of the appropriateness of assessment tasks or the way in which pupils receive and make use of feedback. Quantitative measures might include evidence that pupils' knowledge gaps are closing, from initial baselining followed by subsequent testing e.g. NFER/PIRA/PUMA.  | Use DEMAT's monitoring strategy  |
| Small group teaching utilising NTP providers (school contribution is 25% and NTP 75%)   | 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   | Targeting key marginal children in Y6.. Weekly 1:1 session online in the ICT suite. (If available this could be face to face (COVID restrictions permitting) 11 children, 1:1 for 15 hours at £184 per child (25% subsidy) via Teaching Personnel) | Priority 1.1                                   | £2000 thus leverage of £8000 with 75% and 25%                        | £0                   | December -May 2021                         | 2nd December 2020  | 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. | Combined=27% ; Reading=66%; W=44%; M=40% (November 2020)                                       |
| Access to speech and language communication groups in EYFS  | 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. | 4 afternoons per week across 2 reception classes   | Priority 5.1                                   | £6000 for 4 half days per week of a teaching assistant for 24 weeks  | £0                   | Started 16th November 2020 until June 2021 | 2nd December 2020  | 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.  | GLD=? (baseline November 2020); Phonics=61% (November 2020 baseline)                           |
| Increase the school's hardware stocks   | 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   | Purchase of laptops  | Priority 1.5                                   | £3,000   | £0                   | Start November 2020                        | 2nd December 2020  | 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.   | % of pupils who complete the work on the devices they have been allocated. MW to monitor?      |
| Develop the school's capacity to moderate writing in Y2 and Y6 to ensure key marginal children are secure at ARE in their writing | Other  | Please provide details   | Moderation Services for 1 morning per week of qualified moderator (MM)   | Priority 1.1, 1.5 and 1.6                      | £4000 1 morning per week for 24 weeks of MM                          | £0                   | 23rd November 2020 until 24th June 2021    | 2nd December 2020  | Standards in writing are 100% accurate and gaps in writing skills are identified by January 2021 and intervention put in place for key marginal children in Y2 and Y6  | Writing is not a limiting factor in the combined scores for key marginal children in Y2 and Y6 |

HT applied to host 2 NTP mentors (application made in August 2020) As yet there has been no response (21st November 2020). Recruitment to the area has been poor (Feedback to Cams headteachers at the CPH meeting of 22nd October 2020)

Targeted approaches - One to one and small group tuition

None

Support to targeted and vulnerable pupils

Priority 1.5 and 1.6

Free to the school

NA