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

School Name: Friday Bridge Primary School

Total Catch-Up Premium Approx £9,900

£10,000

Education Endowment Foundation - Covid-19 support guide for schools

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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
Year 5 and 6 small group tuition delivered by SLT	Targeted approaches - One to one and small group tuition	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	Additional teaching capacity in Y5/6 to release AHT and HT to to provide additional small group/ focused tuition for identified pupils		£4,000		September 2021- July 2022	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	
Additional TA in KS1 to provide targetted tuition and support for pupils to support catch up in Phonics	Targeted approaches - One to one and small group tuition	etr-evolle with interferer cosciplant upstional header or disabilities. Effective, 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 musils with identified spacial educational needs or disabilities. Effective	Additional TA 2 mornings to provide additional small group/ focused tuition for identified pupils		£2,000		September 2021- July 2022	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	
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		£1,000		February 2021- July 2022	Assessment Governors and Subject governors to monitor impact of effective assessment upon progress LA to monitor through KIT visits	Assessment data Lesson observation and work scrutiny. LA KIT Visit notes Subject leader reports HT report to governors SIP and Action Plan evaluations	
Focused interventions within KS2 to address learning gaps specifically in Reading	Targeted approaches - One to one and small group tuition	Et evidence: In order to support pupils who have Tallen 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 musik with identified spacial aducational needs or disabilities. Effective	RWINc Comprehension for Y3 Fresh Start Y5/6		£3,000 (£1000 resources £3,000 adult support)		September 2021- July 2022	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	