

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

School Name: **Ashleigh Primary School**
 Total Catch-Up Premium: **£37,520**

£37,520 **£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 / LA engagement in decision making and monitoring	Impact/Evidence Ideas	School Evidence of Outcomes
Nuffield Early Language Intervention Programme	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.	The school has recognised the gap in early language development and oracy on the return to school and so will use funding to cover the employing an additional TA to deliver intervention in Reception to groups of identified children.	SIDP Priority 1.2 staff training ensures that standards are raised.	£15,300		Training and implement action plan in Spring Term	HT report to governors.	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.	Progress mapped against baseline assessment. Intervention impact documents used. Evidence from tapestry. Performance management. Pupil progress meetings.
Class teacher PIXL Autumn transition package and intervention programme (Employing Art Specialist to cover)	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.	Staff training at INSET on how to use PIXL for high quality formative assessment. RSL action plan to run throughout the year. HLTAs used to support the PIXL approach (providing cover so that teachers can lead intervention). Funding to cover Art Specialist to deliver high quality art on half termly rota to groups of children so that the class teacher can lead high quality PIXL therapies and other evidence based interventions with small groups.	See Priority 1.1 SIDP and PP Strategy. Also see RSL action plan for implementing PIXL	£22,220		Start September and review data termly.	Governor monitoring through Headteacher's report. PP Lead meetings with PP governor show impact of spending. PP external validation.	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.	PIXL tracking and comparison with other schools. Data reports to teachers. HT report to governors. Pupil progress meetings. Performance management. PP report. Intervention impact grids.