Covid-19 Catch-Up Premium Spend - School Log

School Name:	All Saints' Church of England Primary School									
Total Catch-Up Premium	£32,880			£32,880	£80		Number of pupils based on	411		

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	Planned Expenditure	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
1.Identifying and filling gaps in children's knowledge	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.	All children in Years 1 - Years 6 to undertake PIXEL assessments in reading and arithmetic from their previous year group that should have been taken in summer 2020. Gaps analysis of these assessments will	£2,000 PIXL subscription cost	£2,000	30.9.20	Cohort indicator' to be monitored by SMT and Curriculum and Effectiveness Committee of the governing body	Evidence that pupils' knowledge gaps are closing, from initial baselining followed by subsequent testing e.g. PIXEL Curriculum has been adjusted to prioritise key areas of need in

		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.	then identify gaps in children's knowledge at a class and individual level, as well as those children most in need.					both reading and arithmetic and medium term plans are modified to make sure that key concepts are taught.	
2. National Tutoring Programme Small group intervention support / Academic mentors in KS1 and KS2 (English and Maths)	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	The school will be implementing a COVID-19 Recovery plan, that ensures a focus is maintained on addressing the learning that should have taken place during the summer term 2020, whilst simultaneously building upon this further in the	£30,000	£0	Summer and autumn term 2021	COVID-19 Recovery and School Improvement Plan approved by Full Governing Body

PPG lead teacher and SMT | 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. PIXL | 2. |

| | | 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. | Autumn and Spring Terms. The results received in September assessments (from previous year group July assessments) will be used to identify children that have fallen furthest behind. These children will be prioritised for tuition. | | | | papers/SATs papers Attendance rates and participation rates in 1:1 tutoring/out-of-hours catch-up programmes and so on might also be cited. | |

3. Home - school support	Wider strategies - Supporting parents and carers	EEF evidence: Additional support could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. Refer to useful links tab for Communicating_Effectively_with_Families_Guide_for_Schools.pdf	Remote learning using Microsoft Teams and staff training to support the effective use of this. Remote learning sessions to provide support for parents/carers. Provision of wellbeing resources.	£880	£0	1.9.20 - 20.7.21	COVID-19 Recovery and School Improvement Plan approved by Full Governing Body	Impact comments might include statements about the regularity of communications with parents and their nature/content; any indication of parental engagement with these; the results of any survey of parental opinion on the effectiveness of the school's support.	