

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

School Name: **Hastingfield Endowed Primary School**  
 Total Catch-Up Premium: **£12,960**

**£12,960**

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" - OfE	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
Managing the curriculum through stages of keystage transition (1)	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.	Leaders identify pupils who may need additional support. Provide support through the phases inc.SEND/ disadvantaged Tracking system in school identifies quantity and type of support used in response to identified need. Quality of education is established quickly and catch up for pupils achieved Prioritise the achievement and well-being of pupils as they transition between phases. Education Endowment Foundation linked Tutoring Program	Yes (Costing identified in school provision planning - SOP)	£4,000	£0		Pupil progress reports identify level and type of support. Children's behaviour is monitored in light of behaviour policies and adopted COVID considerations.	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.	
Curriculum coverage (2)	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.	Curriculum is adapted and reviewed to meet children's changing needs. Subject leaders to evaluate and advise upon the starting points for the curriculum in their subject areas - reviewing the curriculum provision for all pupils; reviewing teacher information intelligently to inform the next steps of school development regarding the curriculum and quality of education. Establish where pupils left off, considering the impact of home learning and learning in lockdown	Yes (Costing identified in school provision planning - SOP)	£0	£0		Governors effectively engage with monitoring of school processes with COVID related outcomes. Through liaison with subject leaders who articulate and demonstrate how they have used their assessment and curriculum; identify ways forward in the school improvement process.	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.	
Getting the curriculum back on track (3)	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.	Curriculum supports all children on return to school - reflecting upon the differing needs of pupils following pupils' time at home. The 'learning' experiences pupils have missed out on - social, personal, emotional - interactions with people; play, making friends; speaking and listening etc. is considered by leaders. Analysis of baseline assessment for all children related to the areas of learning being covered in the current term which relies on previous learning including during COVID using HOT and COLD assessments.	Yes (Costing identified in school provision planning - SOP)	£0	£0		Review updated curriculum map Governors ensure pupils' needs are met and they achieve well/catch up from various starting points. Monitor how the curriculum supports assessment of pupils to identify gaps	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.	
Vulnerable pupils (4)	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	Provide 'safe' places and times for pupils to feel able to talk about their experiences? Review and identify new and existing vulnerable pupils - track the vulnerabilities. Provide 'catch up' programmes for children having established areas requiring support. Establish a trend for diminishing the gaps, through, well-being, emotional support and academic achievement. Education Endowment Foundation linked Tutoring Program	Yes (Costing identified in school provision planning - SOP)	£4,960	£0		Governors review how the support investment spend/plans to spend, additional funding related to disadvantaged pupil and pupils with SEND. Training programs for supporting children's behaviour and mental well-being are used within the school. Attainment and well-being are both monitored Review SENDCo training needs, and outcomes related to children requiring post COVID support.	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.	
Preparation for secondary education (5)	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	Identified and trained member of staff available to support others. Children's holistic well-being and development supported. Internal tutoring coaching provision Education Endowment Foundation linked Tutoring Program	Yes (Costing identified in school provision planning - SOP)	£4,000	£0		Refer training log and timetable meeting schedule. School leaders and governors have an insight into how teachers plan, deliver and monitor the National Tutoring Program.	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.	
Staffing (6)	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.	Determine and implement best approach needed for individuals that have experienced COVID bereavement. Identify staffing needs - health, anxiety, trauma - and put support/signposting in place. Staff have appropriate support and CPD to be able to manage and deal with what may arise.	Yes (Costing identified in school provision planning - SOP)	£0	£0		Support log indicates active program Policies reflect practice and provision Governor training log indicates links to SDP.	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.	
Parents and community (7)	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	Responses and information from the parents results in the identification of next steps; ensuring there is a well-balanced approach and measure of focus on well-being and academic achievement.	Yes (Costing identified in school provision planning - SOP)	£0	£0		Summary of survey results shared, along with actions and impacts related to subsequent changes.	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.	
Home school learning alignment/blending (8)	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 at 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	Continue to assist families online access. Maintain 'real time' relationships with all children working from home to support learning and well-being. Children's work and understanding being assessed by teacher/staff while providing individual feedback during the day for each child - at home during class or school lockdown. Evidence on Seesaw and school work books. Derive actions from SEND/Inclusion parent views.	Yes (Costing identified in school provision planning - SOP)	£0	£0		Monitor the process for evaluating the effectiveness of the home learning and class learning provision.	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.	