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

			Profit and Loss
School Name:	Abbey College		Income
			Expense
			Balance

Targeted group: PP, year 7, EAL learners etc?	Support Package (selct from drop down box) / 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	Link to Recovery/School Improvement Plan	What actions will take place to ensure postive impact	Cost category (select from drop down menu)	Anticipated Timescales (start & end date)	Identify the Quality Assurance Process both during and after the actions	Impact/Evidence Ideas
YEAR 11 - phase 1 intervention 19 students (9 are PP 47%)	Targeted approaches - One to one and small group tuition / 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.	Area 1 - the best outcomes for students, including those with remote learning	new timetable/ parent consent given/ losing option subject/s to focus on English, Maths or Science	Other, please describe	Start from 4.11.20 until end of year	TA working with class teacher to identify intervention required. Class teacher to monitor progress via summative & formative assessments	improvement in core subject grade
YEAR 11 - Maths intervention (inc Statistics) during Term 1	Targeted approaches - Intervention programmes / 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.	Area 1 - the best outcomes for students, including those with remote learning	Support of specific students by additional Maths teacher	External staff	Sept - December	Teacher working with HOD and existing Maths staff to identify where support needed (both low & high ability)	Statistics GCSE grades. Improvement of grades for students accessing Maths Intervention from option subject timetable
Year 11 - par groups	Targeted approaches - Intervention programmes / 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.	Area 1 - the best outcomes for students, including those with remote learning	Identified students in selected subjects to attend small grooup tuition to support class teaching	NTP	January-March	Use of trial data to identify students and use of QLA to focus on gaps	Improved grades from trial exam data
Year 7 - students requiring catch up	Targeted approaches - One to one and small group tuition / 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.	Area 1 - the best outcomes for students, including those with remote learning	following CAT tests students identified who need additional intervention in literacy or numeracy	Existing salaries	January-July	use of assessments during intervention programme	increase in reading age/ numeracy improvement
COVID disadvanaged students accessing New Horizon provision	Targeted approaches - One to one and small group tuition / 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.	Area 1 - the best outcomes for students, including those with remote learning	targeted support in core subjects	External staff	January-July	use of assessments during intervention programme	attendance increase
COVID disadvanaged students accessing New Horizon provision	Wider strategies - Access to technology / 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	Area 1 - the best outcomes for students, including those with remote learning	acess to subject lessons via teams in an accessible environment & 1 to 1 support	IT	sept - July	students able to access online learning to support attendance in school	Improved grades from trial exam data
COVID disadvantaged Year 13 accessing online tuition via Mytutor	Targeted approaches - One to one and small group tuition / 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.	Area 1 - the best outcomes for students, including those with remote learning	use of mytutor with specific students who would positively engage & benefit from the one to one online provision	External staff	Sept-Dec	1 to 1 intervention with Russell group student. Lessons used to support students lessons; identify gaps & areas for support	Improved grades from trial exam data
Intervention sessions outside of school time - Interact sessions afterschool (4 evenings per week)	Targeted approaches - Extended school time / 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.	Area 1 - the best outcomes for students, including those with remote learning	targeted support in core subjects	Existing salaries	sept - July	use of teaching staff - support of class work	Improved grades from trial exam data
COVID disadvantaged Year 11 accessing online tuition via Mytutor	Targeted approaches - One to one and small group tuition / 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.	Area 1 - the best outcomes for students, including those with remote learning	use of mytutor with specific students who would positively engage & benefit from the one to one online provision	External staff	sept - July	1 to 1 intervention with Russell group student. Lessons used to support students lessons; identify gaps & areas for support	Improved grades from trial exam data
YEAR 11 - Maths intervention during term 2	Targeted approaches - Intervention programmes / 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	Area 1 - the best outcomes for students, including those with remote learning	Support of specific students by additional Maths teacher	External staff	Sept - December	Teacher working with HOD and existing Maths staff to identify where support needed (both low & high ability)	Statistics GCSE grades. Improvement of grades for students accessing Maths Intervention from option subject timetable
YEAR 11 - MFL intervention term 2	Targeted approaches - Intervention programmes / 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	Area 1 - the best outcomes for students, including those with remote learning	Support of specific students by MFL teacher	External staff	Sept - December	Teacher working with HOD and existing Maths staff to identify where support needed (both low & high ability)	Statistics GCSE grades. Improvement of grades for students accessing Maths Intervention from option subject timetable
YEAR 11 - English intervetnion term 2	Targeted approaches - Intervention programmes / 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	Area 1 - the best outcomes for students, including those with remote learning	Support of specific students by English teacher	External staff	Sept - December	Teacher working with HOD and existing Maths staff to identify where support needed (both low & high ability)	Statistics GCSE grades. Improvement of grades for students accessing Maths Intervention from option subject timetable