

# The Isaac Newton Primary School

## Coronavirus (COVID-19): Catch-up Funding Plan 2020/2021



### Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Funding should be used for specific activities to support pupils to make up for lost teaching over the previous months.

The Education Endowment Foundation Guide to Supporting School Planning: A Tiered Approach to 2020-21 '[School Planning Guide 2020-21](#)' has been used when producing this plan. The tiered planning model that focuses upon high quality teaching, targeted academic support and wider strategies has been adopted to map out how to spend the Coronavirus (COVID-19) Catch-up Funding, to ensure that academic and pastoral issues are addressed in a timely manner.

The COVID-19 Support Guide for Schools states that:

***“Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life”***

***“...for many pupils, compensating for the negative impact of school closures will require a sustained approach”***

***“...it is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities”***

With this in mind this plan should be scrutinised in conjunction with the Pupil Premium plan for spending and the School Development Plan.

<b>School name:</b>	<b>The Isaac Newton Primary School</b>
<b>Academic year:</b>	<b>2020/2021</b>
<b>Total number of pupils on roll:</b>	<b>416</b>
<b>Total catch-up budget:</b>	<b>£33,280 income</b> (based on 416 NOR in Oct 20)
<b>Total catch- up spend (as outlined below):</b>	<b>£33,500</b>
<b>Date of review:</b>	<b>March 2021</b>

## Whole school support

“Great teaching is the most important lever schools have to improve outcomes for their pupils.”

Action	Intended outcome	Estimated impact	Cost	Staff lead	Review Of Expenditure
Books and resources are purchased to support with the increased teaching of phonics into Year 2.	Teachers are able to deliver the Phonics Bug guided reading scheme and ensure that children are reading books closely matched to the sounds that they are learning within phonics sessions.	<p>A greater proportion of children are ‘on track’ with phonics and reading as the year progresses</p> <p>Phonics results for the Year 2 cohort are in-line with the national average 82% by June 2021.</p>	£2000	KB and CF	
Continue to improve the delivery of phonics within school by accessing support from the local DfE English Hub.	<p>Undertake a school phonics audit in conjunction with an SLE from the English Hub.</p> <p>Early reading lead and KS1 phase leader to action plan and implement findings from the phonics audit.</p> <p>Release identified school staff to work with SLE and other advisors to ensure ‘Quality First Teaching’ within phonics sessions.</p> <p>All staff (inc. support staff) have received training so that they are confident with the delivery of phonics.</p>	<p>Phonics assessments show that a greater percentage of children are moving towards the expected level and are ‘catching up’.</p> <p>Phonics results at the end of Year 1 and Year 2 are in-line with the national average of 82%.</p>	£1000	KB and CF	

<p>Purchase a greater number of books for the 'Accelerated Reader' scheme. This is to include lower bands to support those across UKS2 who have fallen behind due to school closures.</p>	<p>All children have access to an appropriate level of book from their class library.</p> <p>The school is able to provide a variety of lower banded books for readers who have fallen behind.</p> <p>Reader of all abilities are enthused about their reading and engaged by the texts that they have access to.</p>	<p>A greater proportion of children are 'on track' with reading as the year progresses</p> <p>Pupil progress meetings show that children are moving 'book bands' as the year progresses. There is evidence to show that the gap is narrowing for those who are behind in terms of the level of books that they are reading.</p>	<p>£2000</p>	<p>SP</p>	
<p>Continual professional development for staff/ leaders to support with the delivery of a 'Catch Up Curriculum'</p>	<p>Relevant staff to attend training/ courses related to a 'catch up/ recovery curriculum' e.g. reading and maths recovery, vocabulary etc.</p> <p>Leaders to update action planning as necessary to ensure school development aligns with training received.</p> <p>Leaders are provided with adequate release time to implement actions and access CPD.</p> <p>Whole staff CPD is provided/ purchased as appropriate to upskill staff.</p>	<p>There is a 'Catch Up Curriculum' in place within school.</p> <p>Leaders are able to clearly articulate how 'Catch Up' is being facilitated within their curriculum area or phase.</p> <p>Assessment results demonstrate that the school is continuing to close the gap on the national average and that all progress results move into the average range (End of KS2).</p> <p>Internal assessments show that a greater proportion of children are 'on track' by the end of the academic year.</p>	<p>£1000</p>	<p>CH</p>	

Resources purchased by EYFS to support with catch up in the area of 'physical development'.	<p>Adults are able to provide a greater range of activities at playtimes to help develop the children's physical skills and help support catch up within this prime area.</p> <p>Children are able to use equipment to develop their physical skills within the EYFS.</p>	<p>Internal assessments show that a greater proportion of children are 'on track' within the area of physical development based on Spring baseline data.</p> <p>End of year assessment results (EYFS profile) for physical development are at least in-line with previous year's results and show a significant improvement from Spring baseline data.</p>	£1000	SA	
<b>Total spend:</b>			<b>£7,000</b>		

## Targeted support

"There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy."

Action	Intended outcome	Estimated impact	Cost	Staff lead	Review Of Expenditure
Implement the Nuffield Early Language Intervention to support language development in EYFS.	<p>One-to-one and small-group language teaching sessions for reception age children with poor spoken language skills take place.</p> <p>Children who would benefit from NELI are identified by an initial app-based assessment of pupils' oral language, called <i>LanguageScreen</i>.</p>	<p>By the end of EYFS an increased number of children achieve the expected level (ELG) within communication and language and literacy.</p> <p>Improvement in children's vocabulary, listening and narrative skills as well as development in phonological</p>	£400	SA	

	<p>The intervention is delivered over 20 weeks by a trained teaching assistant.</p> <p>EYFS teaching staff receive a small amount of training to ensure that they are familiar with the intervention and can support the TA.</p>	<p>awareness and early letter-sound knowledge.</p> <p>Solid foundations are in place for early literacy and the gap is closed between disadvantaged and non-disadvantaged pupils.</p>			
A specialist teacher is employed to assess speech, language and communication within the new EYFS cohort	<p>The school is aware of all children requiring the WellComm intervention as soon as possible so it can begin swiftly.</p> <p>The school is aware of children who require additional speech and language intervention and relevant information/ reports to tailor this accordingly.</p>	By the end of EYFS an increased number of children achieve the expected level (ELG) within communication and language.	£500	KB	
An additional teacher is employed to support with helping identified children across EYFS and KS1 'catch up' with phonics and language and communication.	<p>Wellcomm, Talk Boost and catch up phonics interventions are delivered across EYFS and Year 1.</p> <p>Other intervention support will be provided where appropriate e.g. 1:1 academic support, individual reading etc. This will depend on the needs of the school/ pupils as the year progresses.</p>	<p>By the end of EYFS an increased number of children achieve the expected level (ELG) within communication and language.</p> <p>Children across EYFS and Year 1 have developed their language and communication skills.</p> <p>Pupil progress data shows that identified children are 'catching up'. By the end of the academic year, most pupils are either making</p>	£7000	SP and KB	

		<p>expected or closer to expected progress (based on prior attainment information).</p> <p>Internal phonics assessments and external phonics screening results remain in-line with the national average and in-line with the school's historic performance data.</p>			
Assistant Headteacher, Deputy Headteacher and additional teaching assistants (non-class based) released to support with the delivery of daily phonics sessions.	<p>AHT (Year 1) and DHT (Year 2) to take the bottom 20% of children for a small group session with TAs to support.</p> <p>AHT and DHT to work with year group teachers to support them with the delivery of phonics and to have oversight of this across the year groups.</p>	<p>Phonics assessments show that a greater percentage of children are moving towards the expected level and are 'catching up'.</p> <p>Phonics results at the end of Year 1 and Year 2 are in-line with the national average of 82%.</p>	£2000	SP and KB	
Increase the school's capacity to deliver the 'Catch up Maths' intervention by training additional staff to deliver this.	<p>There is a member of staff designated to each year group to deliver catch up interventions. Where this is not possible this is covered by a non-class-based TA.</p> <p>Catch up sessions are being delivered to identified children 3 times per week and this is timetabled to ensure that it happens consistently.</p>	<p>Progress can be seen through individual pupils' catch up profiles.</p> <p>Pupil progress data shows that identified children are 'catching up'. By the end of the academic year, most pupils are either making expected or closer to expected progress (based on prior attainment information).</p> <p>Pupils are able to better access whole class Maths</p>	£1000	EM and KB	

		sessions and are able to apply the skills that they have/ are learning through these.			
Third Space Learning online maths tuition is purchased to support children in UKS2 'catch up'.	<p>10 pupils who have fallen behind in maths have been identified to receive tutoring. These groups are reviewed termly.</p> <p>Year 6 receive tutoring in the Autumn and Spring Term. Year 5 receive tutoring in the Summer Term.</p>	<p>Pupil progress data shows that identified children are 'catching up'. By the end of the academic year, most pupils are either making expected or closer to expected progress (based on prior attainment information).</p> <p>End of KS2 maths SATS results remain in-line with historic school data and above 75%.</p>	£3600	CH and AJ	
Additional hours allocated to members of staff to be deployed to support with hearing individual readers across KS1	<p>Children who do not read at home are targeted to ensure that they are not disadvantaged in relation to their peers.</p> <p>The school is ensuring that all children are being heard read AT LEAST 2-3 times per week.</p> <p>Those children who are significantly behind and have not been reading at home during school closures are targeted to enable them to catch up.</p>	<p>End of KS1 reading SATS results at expected remain in-line with historic school data and above 65%.</p> <p>Pupil progress data in reading across KS1 shows term by term improvements and that the gap to the national average is narrowing.</p>	£4000	KB and SP	

<p>The 'Project X Code' reading intervention is in place and being implemented across the across Years 2- 4.</p>	<p>All resources have been audited and organised.</p> <p>Additional resources have been purchased e.g. books so that the intervention can be delivered effectively.</p> <p>Training has taken place with all identified TAs to ensure that they are able to deliver this intervention effectively.</p> <p>Children who would benefit from receiving the intervention have been identified and sessions have been timetabled to ensure that they are taking place (4 x 30min sessions weekly).</p>	<p>Pupil progress data shows that identified children are 'catching up'. By the end of the academic year, most pupils are either making expected or closer to expected progress (based on prior attainment information).</p>	<p>£2000</p>	<p>KB</p>	
<p><b>Total spend:</b></p>			<p><b>£20,500</b></p>		

## Wider support

"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behavior and social and emotional support."



Action	Intended outcome	Estimated impact	Cost	Staff lead	Review Of Expenditure
Purchase of bereavement resources to enable the school	The school has the capacity and resources to provide bereavement support to those who need it without the need to signpost this externally. These will be delivered by RD and DY who have experience of working within this capacity.	<p>Children are not absent from school or disaffected within school/ lessons due to bereavements.</p> <p>Impact will be shown by attendance figures remaining high and exclusions remaining low.</p> <p>Pupil progress shows that children who have receive social and emotional interventions continue to make expected or accelerated progress</p>	£500	KB	
Creation of a 'non-class-based' teaching assistant to support with the delivery of social and emotional interventions.	The school is able to cope with an increased demand for social and emotional support. Interventions sessions are able to be bespoke to the needs of the child using the school's existing resources without put a strain on the school's counselling provision.	<p>Children are not absent from school or disaffected within school/ lessons due to social and emotional issues.</p> <p>Impact will be shown by attendance figures remaining high and exclusions remaining low.</p>	£5000	KB	

		Pupil progress shows that children who have receive social and emotional interventions continue to make expected or accelerated progress.			
Rigorously monitor attendance across the school and target support where needed.	<p>Overall attendance is at least in line with the national average.</p> <p>Attendance issues are highlighted, monitored and dealt with early to avoid ongoing problems.</p> <p>Access to support from LCC and other training providers for the attendance lead.</p>	<p>Overall attendance is at least in line with the national average.</p> <p>Persistent absence levels drop to ensure that these are more in-line with or less than the national average.</p>	£500	SP	
<b>Total spend:</b>			<b>£6,000</b>		