

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”

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| School name: | The Isaac Newton Primary School |
| Academic year: | 2020/2021 |
| Total number of pupils on roll: | 416 |
| Total catch-up budget: | £33,280 income (based on 416 NOR in Oct 20) |
| Total catch-up spend (as outlined below): | £22,423 |
| Total catch-up spend carried forward to 2021-2022 academic year: | £10,857 |
| Date of review: | Sept 2021 |

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 |
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| 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. | Phonics results for the Year 2 cohort are in-line with the national average of 82% by June 2021. | £2000 | KB and CF | 95% of Year 2 pupils were predicted to have passed the phonics screen by Summer 2021 based on internal assessment data. No national assessments took place in 2020- 2021 due to Covid-19. |
| Continue to improve the delivery of phonics within school by accessing support from the local DfE English Hub. | Undertake a school phonics audit in conjunction with an SLE from the English Hub. Early reading lead and KS1 phase leader to action plan and implement findings from the phonics audit. Release identified school staff to work with SLE and other advisors to ensure 'Quality First Teaching' within phonics sessions. All staff (inc. support staff) have received training so that they are confident with the delivery of phonics. | Phonics assessments show that a greater percentage of children are moving towards the expected level and are 'catching up'. Phonics results at the end of Year 1 and Year 2 are in-line with the national average of 82%. | £500 | KB and CF | Phonics audit has taken place and action plan drawn up as a result. Some actions have been implemented in Summer 2021 with other being implemented in 2021-22 academic year. 95% of Year 2 pupils were predicted to have passed the phonics screen by Summer 2021 based on internal assessment data. By the end of Year 1 (June 2021) 55% of pupils passed a mock phonics screen with a score of 32+. |

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| | | | | | <p>A further 25% of pupils scored close to the pass mark so with continued quality first teaching and targeted intervention in Year 2, the school is on track to achieve results in-line with the national average by December 2021.</p> <p>Whole school phonics training has taken place during INSET Sept 2021. This will support with achieving the above.</p> |
| <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> | £2423 | SP | <p>All year groups were above or in-line with the 2019 national average for reading by the end of the 2020-21 academic year.</p> <p>On average across KS2 there was an increase of 5% of pupils moving to a teacher assessment grade of expected from Autumn to Summer 2021.</p> <p>87% of pupils in KS2 are on track in reading in July 2021 (in relation to their KS1 prior attainment). This is an increase of 13% from the Autumn term.</p> |

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| 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> | £500 | SA | <p>82% of pupils in EYFS achieved the early learning goal for physical development. This is broadly in-line with the school's results in previous years.</p> <p>There was a gain of 22% from baseline to ELG within physical development. There was a 36% gain from the Spring to the Summer Term.</p> |
| Total spend: | | | £5,423 | | |

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 |
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| 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>65% of pupils in EYFS achieved the early learning goal for communication and language. This is broadly in-line with the school's results in previous years.</p> <p>There was a gain of 20% from baseline to ELG within communication and language.</p> |

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| | <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>Purchase tablets to enable TAs to deliver the intervention.</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> | | | <p>Average standardised score gain per pupil by July 2021: +14</p> <p>Average percentile rank gain by pupil by July 2021: +20</p> <p>50% of pupils moved from well below/ below average to average in relation to their language skills by July 2021</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 | <p>65% of pupils in EYFS achieved the early learning goal for communication and language. This is broadly in-line with the school's results in previous years.</p> <p>There was a gain of 20% from baseline to ELG within communication and language.</p> |
| 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, precision teaching 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</p> | £7000 | SP and KB | <p>65% of pupils in EYFS achieved the early learning goal for communication and language. This is broadly in-line with the school's results in previous years.</p> <p>There was a gain of 20% from baseline to ELG within communication and language.</p> <p>Wellcomm assessment September 2020</p> |

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| | | <p>'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>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> | | <p>All children in FS assessed in September 2020 15 children in FS were assessed at Section 6 (36-41 months) Wellcomm assessment July 2021 20% of pupils were still working within section 8 (48-59m) 80 % of these children completed Section 8 (48-59m) and are work working well within Section 9 (60-72m – age related expectations) 6% of pupils completed section 9 (60-72m)</p> <p>Phonics EYFS Targeted support throughout the Summer term June 2021: 16 % pupils at Phase 4 59 % children at Phase 3 10 % children at Phase 2 15 % children unable to blend</p> <p>This is a significant improvement to FS 2020 data June 2020: 0 % pupils at Phase 4 26 % pupils at Phase 3 24 % pupils at phase 2 50 % pupils unable to blend</p> <p>Talkboost: Year 1: April 2021- pre-assessment</p> |
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| | | | | | <p>6 pupils were assessed as needing Talkboost intervention.</p> <p>50% of these children required specialised support.</p> <p>50% of these children required targeted support</p> <p>July 2021- post assessment</p> <p>50 % no longer need a targeted speech and language based programme</p> <p>50 % have moved from specialist support to targeted support</p> |
| <p>Assistant Headteacher, Deputy Headteacher and additional teaching assistants (non-class based) released to support with the delivery of daily phonics sessions.</p> | <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> | <p>£0 (PP Funding)</p> | <p>SP and KB</p> | <p>Phonics Y1 Sept 2020</p> <p>27 pupils (46% of cohort) were assessed at Phase 2 (they knew letter sounds but could not blend)</p> <p>June 2021</p> <p>13 pupils 48% of these pupils were assessed as working within Phase 5</p> <p>10 pupils 37% made age related phonics expectations and passed the mock Y1 phonics screen</p> <p>52% of these pupils were assessed at end of phase 3. They did not pass the mock phonics screen but all made 50% or more progress from the September mock screening test.</p> <p>Phonics Y2: Sept 2020</p> |

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| | | | | | <p>15 pupils (25% of Y2 cohort) assessed in September at Phase 2. These children did not pass the Y2 phonics screen in November 2020.</p> <p>June 2021</p> <p>12 children achieved phase 5 and beyond and are expected to retake and pass the phonics screen in November 2021</p> <p>3 pupils are working at phase 3</p> |
| <p>Increase the school's capacity to deliver the 'Catch up Maths' intervention by training additional staff to deliver this.</p> | <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 sessions and are able to apply the skills that they have/ are learning through these.</p> | £1500 | EM and KB | <p>52% of pupils moved from a teacher assessment of 'working towards' to one of 'expected' by the end of the summer term.</p> <p>On average children made a gain of 7 points in standardised assessments between the Autumn and Summer Term.</p> |

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| <p>Third Space Learning online maths tuition is purchased to support children in UKS2 'catch up'.</p> | <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 | <p>45% of pupils moved from a teacher assessment grade of 'working towards' to one of 'expected' by the end of the Summer Term.</p> <p>90% of pupils were teacher assessed as being expected or better in Maths by the end of the Summer Term.</p> <p>On average children made a gain of 6 points in standardised assessments between the Spring and Summer Term.</p> <p>End of KS2 teacher assessment results in Maths were 76% which is broadly in-line with the National Average.</p> |
| <p>Additional hours allocated to members of staff to be deployed to support with hearing individual readers across KS1</p> | <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 hear 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>Year 1 pupils: Year 1 had a volunteer reader 5 afternoons a week to hear the lower 20% and those not reading at home. More children were working at phase 3 and reading books matched to their phonics so they can read more fluently. 52% of these pupils were assessed at end of phase 3. They did not pass the mock phonics screen but all made 50% or more progress from the September mock screening test.</p> |

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| | | | | | Year 2 pupils: Year 2 had a volunteer reader 5 mornings for 30mins and two volunteer readers for 4 afternoons a week to hear the lower 20% and those not reading at home. Children are reading books matched to their phonics so they can read more fluently. |
| Total spend: | | | | £17,000 | |

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 |
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| Increase the delivery of social and emotional interventions through the creation of an additional 'non-class-based' teaching assistant. | <p>The school is able to cope with an increased demand for social and emotional support.</p> <p>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> | <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> <p>Pupil progress shows that children who have receive social and emotional</p> | £0 (PP Funding) | KB | <p>In total 21 pupils were seen by RD and DY over the academic year 2020-2021.</p> <p>The average school attendance of these pupils was 95.2% which is in-line with the national average of 96%. 62% of pupils had attendance above the national average.</p> <p>Using a 5 point scale, pupils' emotional wellbeing improved</p> |

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| | | interventions continue to make expected or accelerated progress. | | | <p>by 2 points in July 2021 compared to their score on entry.</p> <p>On average pupils made a gain of 6 in their standardised scores in the reading and maths. This is based on data from term 1 and term 6.</p> |
| 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> | £0 (PP Funding) | SP | <p>Attendance for the whole school was 96.57% for 2020/2021. This is above the national average of 96%</p> <p>Persistent absence was 6.2% for the 2020- 21 academic year. The national average was 8.65% in 2018/19.</p> |
| Total spend: | | | £0 | | |