

This funding is for schools to use on specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the **Education Endowment Foundation (EEF)** has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Section 1: Contextual information

School	Newlyn School	Total pupil number	131	Total catch up funding	£10,640 <i>Funding has been allocated as shown below; this will be reviewed in January / February 2021 and further allocations made.</i>
Identified priorities for catch up (summarised from SDP)			Reason for selection of priority (summarised from SDP)		
A	Year 6 children make good progress in reading and writing and maths.		Cohort already a concern pre COVID due to level of special need in the class and 25% mobility with 2/12 joining in Y5 and 1 joining in Y6 after half term. Strategies were in place but combined with mixed engagement over lockdown initial predictions show that 33% of children are currently on track for reading, 33% on track for writing, and 58% for maths.		
B	To ensure that pupils in Year 2 catch up in phonics to support them in reading and writing so that the % reaching the expected standard is in-line with national.		47% of pupils are on track for phonics following lockdown according to initial assessment compared to 79%+ prediction in spring. Plan needs to be put in place to support pupils to catch up to help with their reading and writing and ensure that end of KS 1 reaches national expectations. Only 25% of children in Y2 are currently on track for reading and writing. This is a huge drop from 89% on track for reading and 84% on track for writing before lockdown.		
C	To support Year 1 to pass the phonics tests , in line with national averages		55% on track, school to put in support for the children and to adapt the curriculum to support the basic literacy skills e.g. reteaching of phase 2-3		
D	All children in Y4 and Y5 make good progress in reading.		The % of children dropping back is significantly less than in the infant classes but initial assessments show that children need to develop their reading stamina and be exposed to a range of more challenging texts.		
E	To support Reception pupils to transition effectively into school having missed pre-school settings due to COVID 19		Our children have missed transition and some have moved from other areas out of county due to the impact of the pandemic. They are in a mixed Rec/Y1 class which makes it a class of 25, 42% are summer born and some require Speech and Language Support.		

Section 2: Detailed planning, review and evaluation

Priority A	Year 6 children make good progress in reading and writing and maths.						TOTAL COST	£2,770
INTENT	IMPLEMENTATION				IMPACT			
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Progress Review 1 Date: 16 th November 2020	Progress Review 2 Date: 4 th December 2020	Final evaluation (against success criteria) Date: December 18 th 2020	

% of pupils on track for reading will have improved	Employ a specialist HLTA as a Reading Champion to provide additional support to focus on reading in small groups, setting challenging texts	EEF Targeted support	Monitoring and review Monthly pupil progress meetings	420	Weekly -feedback from MH Teacher feedback	Target tracker assessment PIRA test results	Progress is twice as rapid as expected for this term Intervention to continue and increase for spring term with provision for 1:1 support where the need is identified
% of pupils on track for maths will have improved	Employ a specialist HLTA to support the more able mathematician with a focus on greater depth	EEF Supporting great teaching	Monitoring and review Monthly pupil progress meetings	850	% of children predicted to pass has increased HLTA assessments Teacher ongoing assessment	Target tracker assessment White Rose assessments SATs practice papers Weekly mental maths results	Accelerated progress as seen in test outcomes and assessments Provision to continue for spring term to ensure progress continues and attainment continues to improve
% of pupils on track for writing will have improved	Employ a teacher to work 1:1 to support identified children with writing		Monitoring and review Monthly pupil progress meetings	1,500	Teacher ongoing assessment	Monitoring of writing Target Tracker	Progress is twice as rapid as expected for this term To be reinforced with 1:1 teacher support where the need is identified in spring term.

Priority B	To ensure that pupils in Year 2 catch up in phonics to support them in reading and writing so that the % reaching the expected standard is in-line with national.					TOTAL COST	£1,200
INTENT	IMPLEMENTATION				IMPACT		
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Progress Review 1 Date: 16 th November 2020	Progress Review 2 Date: 4 th December2020	Final evaluation (against success criteria) Date: December 18th 2020
To support 80% of pupils gaining the expected	Teacher to deliver small group, directed	EEF Supporting great teaching	to monitor that the work the HLT	£700	Clear evidence of progress in books and reading records	Phonics assessments TA intervention feedback	Accelerated progress in all three areas with reading and writing

standard in reading and writing and maths in KS 1	interventions for 7 weeks, 1 morning a week		is delivering is effective		Teacher assessment	Target tracker PIRA White Rose assessments	progress double that expected in the autumn term. Writing is almost in-line with maths and reading but intervention will continue in the spring term.
To ensure that 80% of pupils pass then phonics test before Christmas 2020	HLT to deliver phonics tutoring 1 afternoon a week for 14 weeks - using Letters and Sounds	EEF targeted support	Monthly review of progress	£500	Phonics assessments TA intervention feedback	Phonics assessments TA intervention feedback	90% passed the phonics test with the expectation 5% will pass in the summer term.

Priority C	To support Year 1 to pass the phonics tests , in line with national averages						TOTAL COST	£400
INTENT	IMPLEMENTATION				IMPACT			
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Progress Review 1 Date: 16 th November 2020	Progress Review 2 Date: 4 th December2020	Final evaluation (against success criteria) Date: December 18th 2021	
To ensure that 70%+ of pupils pass the phonics test	Teacher/TA to deliver small group and 1:1 interventions, directed interventions for 14 weeks	EEF targeted support	to monitor that the work the teacher is delivering is effective	£400	TA intervention feedback Teacher ongoing assessment	TA intervention feedback Teacher ongoing assessment	80%+ children predicted to pass the phonics test in-line with national average. Intervention to continue in spring term.	

Priority D	All children in Y4 and Y5 make good progress in reading.						TOTAL COST	£850
INTENT	IMPLEMENTATION				IMPACT			
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Progress Review 1 Date: 16 th November 2020	Progress Review 2 Date: 4 th December2020	Final evaluation (against success criteria) Date: December 18th 2020	
Proportion of children	Employ a specialist HLTA as a Reading Champion to	EEF Targeted support	Monitoring and review	£850	Ongoing HLTA assessment	Target tracker PIRA tests	Accelerated progress in both year groups.	

working at expected standard to increase from in Y4 and in Y5	provide additional support to focus on reading in small groups, setting challenging texts 1 afternoon a week in each class for 14 weeks		Monthly pupil progress meetings with class teacher and HLTA		Teacher assessment	Teacher and HLTA assessment	Intervention to continue in spring term to continue to raise attainment.
---	---	--	---	--	--------------------	-----------------------------	--

Priority E	To support Reception pupils to transition effectively into school having missed pre-school settings due to COVID 19						TOTAL COST	£ 1735
INTENT	IMPLEMENTATION				IMPACT			
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Progress Review 1 Date: 16 th November 2020	Progress Review 2 Date: 4 th December2020	Final evaluation (against success criteria) Date: December 18 th 2020	
To support pupils entering in 30-50 band to gain the ELG	Additional HLTA hours for focussed provision for identified groups of children	EEF targeted support	Monitoring effective delivery by class teacher	£735	HLTA ongoing assessments Teacher assessment Baseline	HLTA ongoing assessments Teacher assessment	83% know all phase 2 sounds Clear evidence of progress.	
To support pupils to develop Speech and Language	TA trained as speech and language therapist to support children 2 afternoons a week x 14	EEF targeted support	SENDCO - individual observations of sessions	£1,000	Ongoing TA assessments	Ongoing TA assessments	Evidence of individual progress	