



## Covid 19 Catchup Premium Strategy Statement

### School overview

School name	Newton Road School
Covid 19 Premium allocation	£20800
Academic year or years covered by statement	2020-21
Publish date	01.09.2020
Review date	31.08.2020
Statement authorised by	Kerry Mills (Principal)
Lead member of staff	Kerry Mills (Principal)

### Overall Strategy and identification of methodology to support pupils

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, it is important that as a school we ensure that tuition is guided by us, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. We recognise that the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches and we will be utilising both using our COVID-19 catch up funding. Our tuition and intervention will be delivered by qualified teachers and teaching assistants (who are specialised in their area – phonics and speech and language), Where further tuition is delivered by teaching assistants the school has allocated funding to provide training linked to specific content.

A particular focus for our interventions at Newton Road is on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. The EEF states 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. This is why the school has chosen to focus on the areas of need identified (phonics, EAL, speaking and listening). Effective intervention follows assessment, assessment will be used to ensure that support is well-targeted and to monitor pupil progress.

The EEF states 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. As the school has a significant proportion of pupils with SEMH needs (over 20%) the school have chosen to spend a proportion of the funding in training the teachers and support staff with regulation and developing 'Ready Room' Nurture provision further to support the pupils with the most complex needs.

### Targeted academic support for current academic year

Measure	Activity	Projected spend
Priority 1	To establish phonics interventions for those children not disadvantaged in Years 1 and 2 who are at risk of not keeping up with age related expectations and for those in Years 3 and 4 who did not pass phonics screener - resources and staff	£8000
Priority 2	To increase the number of EAL interventions in place for children with EAL with targeted programmes of support to enhance progress	£2000
Priority 3	Provide Zones of Regulation Training to all staff to support with managing emotions and self-regulation including follow up review work in school	£1800
Priority 4	To increase the pastoral provision for pupils with SEMH need by additional bespoke targeted support and provision.	£10000

### Monitoring and Implementation

Area	How monitored?	Success criteria	Evaluation
Targeted support	Reading Lead to monitor impact of phonics half termly reviews of data and observations of practice	*Identified pupils make accelerated progress and are on track to meet age related expectations	
	Inclusion lead to monitor impact of EAL intervention half termly through tracking of data and observations of practice	*Identified pupils make accelerated progress as individuals *Regular assessment and review shows gaps are narrowed and individual targets met	
	Inclusion lead to monitor impact of zones of regulation through observations of practice, monitoring behaviour data, review of impact of SEN needs	*Reduction in behaviour incidents *Individual IPP targets for children with SEMH need show progress *Improved rates of progress for all due to improve environment for learning.	

<p>Inclusion lead to monitor impact SEMH provision through observations of practice, monitoring behaviour data, attendance data review of impact of SEN needs</p>	<p>Reduction in behaviour incidents</p> <ul style="list-style-type: none"> <li>*Individual IPP targets for children with SEMH need show progress</li> <li>*Improved attendance rates</li> <li>*Reduction in number of FTE</li> <li>*Improved rates of progress for all due to improve environment for learning.</li> </ul>	
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