|  |  |
| --- | --- |
| **Civitas Academy: Summary of Catch-Up Strategy** | [Image result for REAch2](https://www.bing.com/images/search?view=detailV2&ccid=zz21Z9S5&id=ADA47D39C44797D48408A69602800EDD3793BA93&thid=OIP.zz21Z9S5WihqVHhhkQ3aYgC3Bf&q=REAch2&simid=608000339543327721&selectedIndex=0) |

|  |  |  |  |
| --- | --- | --- | --- |
| **School information** | | | |
| **School** | Civitas Academy | | |
| **Academic Year** | 2020-21 | **Catch-Up Funding Received 2020-21** | £23,400 |
| **Total number of pupils** | 293 (Autumn 2020 census) | **% Disadvantaged Pupils** | 11.9% |

|  |  |
| --- | --- |
| **Summary of Key Priorities** *(related to overcoming challenges for pupils catching up on lost learning)* | |
|  | Targeted support (including small group and 1:1 tuition) for disadvantaged pupils and pupils that have fallen behind. |
|  | Investment in IT solutions to support pupils both in and outside school. |
| **C.** | Investment in additional resources that support great teaching both at home and in school. |

|  |  |
| --- | --- |
| **Summary of Expected Outcomes** | |
| **A.** | Disadvantaged pupils and pupils that have fallen behind make accelerated rates of progress. |
| **B.** | Children use and have access to IT solutions that enable pupils to make good rates of progress both at home and in school. |
| **C.** | Children use additional resources at both home and school leading to increased gains in learning. |

Summary of Catch-up Strategy

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES** | | | | | | | |
| **Element of Strand**  ***(eg, Supporting Great Teaching)*** | **Action/Strategy** | **Which pupils have been targeted for this strategy? Who will benefit?** | **Expected Impact** | **Staff lead** | **Monitoring:**  **When and how will you evaluate impact?** | **Cost (School Budget)** | **Cost (National Funding)** |
| Supporting great teaching | Additional training to all staff and follow up support by both the Phonics and English Leads, which will include:   * Phonics Staple Diet * VIPERS Guided Reading   Purchase of additional home reading books across the school. | All pupils | Increased proportion of outstanding phonics and reading teaching through structured programmes.  This leads to increased rates of progress for all pupils | JB | Observations of lessons  Analysis of data shows an increased proportion of children working at age related expectations or above.  KS1 lead has supported team with grouping and appropriate phase teaching. | Release time for leads covered within existing budget. | £3,500 |
| Pupil assessment and feedback | Completion of baseline assessment for all children.  PIRA/ PUMA gap analysis to identify gaps from previous academic year and high quality teaching/ interventions planned to fill gaps | All pupils | Proportion of children working at least the expected level in all year groups increases. | Phase Leads | Analysis of initial data on O Track to plan and target interventions.  Analysis of gaps and comparison of PIRA/ PUMA scaled scores. | Release time for leads covered within existing budget. | 0 |
| Transition support | ELSA support targeted for pupils to improve emotional wellbeing.  Summer 1 all staff ELSA training to support increased need across all year groups | Disadvantaged pupils/ Children that require additional support with managing emotions. | Improvement in wellbeing and levels of self-esteem for targeted pupils. | SD and SS | Use of ELSA assessments  Decrease in behaviour incidents.  Increased rates of learning | Covered within Pupil Premium allocation  Additional resources to support whole school training | £240 |
| **Cost - Sub-totals** | | | | | | 0 | £3,740 |
| **Total budgeted cost for Strand 1** | | | | | | £3,740 | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND 2: TARGETED SUPPORT** | | | | | | | |
| **Element of Strand**  ***(eg, Interventions)*** | **Action/Strategy** | **Which pupils have been targeted for this strategy? Who will benefit?** | **Expected Impact** | **Staff lead** | **Monitoring:**  **When and how will you evaluate impact?** | **Cost (School Budget)** | **Cost (National Funding)** |
| 1:1 and small group tuition | Targeted tuition for individual or small groups within the school day  Additional teacher/ LSA deployed to deliver beyond internal capacity | Disadvantaged pupils  Pupils that have fallen behind. | Identified gaps filled which leads to increased rates of progress in targeted areas. | SD and EB | Analysis of data-PIRA/ PUMA and O-Track | Covered within LSA timetables in school budget. | £5,910 |
| Intervention programmes | Purchase, training and introduction of the PiXL programme to support teaching and intervention programmes across the school | Disadvantaged pupils  Pupils that have fallen behind. | Structured approach to teaching and interventions that focus on gap filling (therapies. As a result of gaps being filled, children are able to make accelerated rates of progress. | SD and EB | Termly through ongoing assessment data.  End of the year analysis to measure progress from start of year baseline. | 0 | £2,700 |
| Intervention  programmes | Reception Nuffield Early Language Intervention | All Reception pupils | Leading towards achieving GLD | CW | Language screen assessment – July 2021 | 0 | n/a |
| Extended School time | Summer term out of school tuition to be provided throughout the academic year by Learning Support Assistants to focus on booster catch up priorities.  Teacher booster may take place during half term remotely | Disadvantaged pupils and those that have fallen behind in both Key Stage 1 and 2. | Proportion of children working at least the expected level in phonics increases.  Proportion of children working at least the expected level in all year groups increases | Phase Leads | Following baseline after March 8th return  Individual gaps of children identified at initial assessments are filled.  End of the year analysis to measure progress from start of year baseline. | 0 | £9,500 |
| **Cost - Sub-totals** | | | | | | 0 | £18,110 |
| **Total budgeted cost for Strand 2** | | | | | |  | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND 3: WIDER STRATEGIES** | | | | | | |  |
| **Element of Strand**  ***(eg, Access to technology)*** | **Action/Strategy** | **Which pupils have been targeted for this strategy? Who will benefit?** | **Expected Impact** | **Staff lead** | **Monitoring:**  **When and how will you evaluate impact?** | **Cost (School Budget)** | **Cost (National Funding)** |
| Mental Health and Wellbeing | Mental Health First Aid Training  Children completing Three Houses on return to school | Vulnerable children and families  Starting with vulnerable pupils – to all pupils | Staff able to support children to transition back in school and address impact of COVID over this last year as focus  Children building/re-establishing trusting/positive relationships with staff after absence from school. Building confidence to share worries and anxieties and purpose | SA  SD/EB | Pupil/Parent/Staff voice  CPOMs entries with uploaded Three Houses where appropriate – individual support in place | n/a | n/a |
| Rewards and Encouragement | Whole school refocus on Behaviours for learning in line with Pivotal Training – Meet and Greet (Covid-19 safe) Recognition Boards, postcards, fantastic Friday phone call  Pupil Leadership – Developing best version for Civitas Child – ready, respectful safe – learning – Hand in Hand | All | Children to feel successful and proud with purpose | SD | Pupil/Parent/Staff voice | n/a | n/a |
| Access to technology | Purchase of additional e books that can be accessed at home for home reading and/ or in the event of a local lockdown.  EAL access to books | All pupils, especially disadvantaged or low income families that may not have access to an extended book library at home. | The amount of reading taking place increases which leads to increased attainment in reading. | CF and JB | Monitoring of usage of who has accessed e books.  Pupil voice about how the e books have been used and the benefits that relate to their learning. | 0 | £1550 |
| Supporting parents and carers | Workshops provided to parents on how to use the online resources that the school subscribes to: MyMaths, Accelerated Reader and Tapestry.  Sessions shared about the approach that the school uses to teach phonics.  Zoom sessions with each year group class teacher. | All pupils, especially disadvantaged or families unfamiliar with the English National Curriculum. | Usage of online resources increases and as a result children make increased rates of progress at home.  Home observations on Tapestry to increase.  Parents are aware of further strategies to support with the teaching of phonics at home and as a result the proportion passing the phonics check increases above national averages. | JB, EB, CW and JR | Monitoring usage of sites by parents and whether or not increases as a result of the training.  Parental questionnaires indicate that they feel supported by the school.  Internal data e.g., reading quizzes and MyMaths quizzes show an improvement. | Covered within existing budget. | 0 |
| **Cost - Sub-totals** | | | | | | 0 | £1550 |
| **Total budgeted cost for Strand 3** | | | | | | £1550 | |

**Financial Summary**

|  |  |  |
| --- | --- | --- |
| **Cumulative Sub-total for all strands** | 0 | £23,160 |
| **Total budgeted cost for all strands** | £23,160 | |