



Charville Academy – Catch up Premium

Number of pupils and catch up premium– As of October 2020					
Total number of pupils on role		476			
Total amount of PPG to come		£34,880			
Governor		Catch up Premium Lead		Sam Gemmill/Nicola Kelly	
Areas for Development					
<p>In school identified areas for development:</p> <ul style="list-style-type: none"> • Children who have missed being in school/not engaged with online learning • Vulnerable children who may be in need of further support with their learning • To explore 1:1, mentoring and tuition • Reading gaps have been identified across the school from Reception to Year 6. The gaps between those who read widely and those who don't has widened and in some cases there are gaps in fluency • Phonics from Reception to 2 – in particular the current reception cohort have missed key teaching in the acquisition of early phonics. • Maths – gaps in number and fractions have been identified across the school. Increased work on times tables and other core maths skills are needed. • Writing - over lockdown writing skills were not practised as much and therefore sustained writing is a gap • Focus on Year 5 cohort due to gaps between disadvantaged and the rest of the pupils which have widened over the lockdown process 			<p>EEF advises the following:</p> <p>Tier 1 -Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Tier 2 - Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Tier 3 - Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support 		
Identified Tiers for Catch up premium					
Strategy:					
Tiers	Target Pupils	Success Criteria	Actions	Who and by when	Costing
Tier 1 – For all pupils					



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<p>1 - Curriculum</p> <p>Engage and interest</p> <p>Link documents – Curriculum action plan</p>	<p>All pupils</p>	<p>The curriculum engages and interests pupils.</p> <p>Children are supported at their level of need</p>	<ul style="list-style-type: none"> ● New curriculum implemented ● recovery Curriculum embedded within this for Autumn 2020 ● CLIC provision adapted due to restrictions and provide opportunities for a broad curriculum at a differentiated level 	<p>All staff involved with learning. Termly through monitoring schedule, assessment cycles and raising achievement meetings.</p>	
<p>1 – Recovery Curriculum</p> <p>Link documents – Curriculum action plan</p>	<p>All pupils</p>	<p>The recovery curriculum enables children to overcome any wellbeing needs following the break in school attendance due to COVID</p> <p>Children feel confident to be in school and in their learning</p> <p>Plans are in place for children self isolating to ensure their curriculum can continue remotely</p>	<ul style="list-style-type: none"> ●Purchase of the recovery curriculum ●Training about implementation of the recovery curriculum ●Staff implement the recovery curriculum ●Recovery Curriculum to be reviewed at Insets/ year group meetings 	<p>All staff involved with children.</p> <p>In first half term</p>	<p>£500</p>
<p>Tier 2 – For targeted teaching</p>					
<p>EYFS</p>	<p>Identified pupils who need to catch up or who are not making good or better progress</p>	<p>For identified pupils to make better than expected progress to enable them to keep up with ‘others’.</p> <p>For children’s gaps in language to be identified and a specific programme used to develop that language</p> <p>For children to make better than expected progress in phonics to ensure decoding strategies are embedded</p>	<ul style="list-style-type: none"> ● Register interest for Nuffield Early Language Intervention ● Implement if we are welcomed on to this ● Engage parents by making them aware of their child’s gaps and what support can be offered from home. ● Training for identified TAs and teaching staff ● On return to school in January (in the end March), children to be split into phonics teaching groups which are 	<p>Reception Staff and Year 1 staff</p> <p>Monitor intervention</p>	<p>£2800 for overtime for online training</p>



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		For children to read fluently within their early reading experiences	<p>smaller and linked to their embedded knowledge</p> <ul style="list-style-type: none"> • Children read regularly with adults and fluency is modelled 		
KS1	Identified pupils	For identified pupils to make better than expected progress to enable them to catch up what they have missed	<ul style="list-style-type: none"> • Set phonics groups in Year 1 and 2 with smaller groups to enable better than expected progress AHT deployed to allow an extra group in each Year group • Reading Recovery for identified children • Individual reading in reading recovery style to enable identified pupils to catch up to the expected level • Maths Intervention for identified children with a focus on pre teaching and revision of concepts taught in class. • Year 2 tutoring from National Tuition Programme with a focus on maths • Year 2 Greater depth Reading tutoring 	All teachers Monitor intervention	<p>£1350</p> <p>£700</p>
KS2	Identified pupils	<p>Identified pupils to make good or better progress across the curriculum</p> <p>Gaps in learning to be closed especially between disadvantaged children and non-disadvantaged</p> <p>Clear targets set for each tuition group and assessed regularly</p>	<ul style="list-style-type: none"> • HT/DHT/AHT deployed to enable smaller groups for teaching of English, Reading and Maths in Years 5 and 6 • Purpose of Y6 revision materials to support home learning and class revision • Y3 - a TA is working with children previously in CLIC 	<p>Classteachers</p> <p>HT/DHT/AHT</p> <p>Termly in line with review dates</p>	



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			<ul style="list-style-type: none"> • Year 3 tutor through NTP working on maths • Year 3 tutor working with a Greater depth Reading • Year 4 tutor through NTP – focus on writing for two groups of 3 and maths for 4 groups of 3 • Year 4 tutor working with a Greater Depth Reading • Year 5 tutoring through NTP with a focus on writing and maths depending on the needs of the children 		<p>£2200</p> <p>£500</p> <p>£731.25</p> <p>£500</p> <p>£3200</p>
SEN	Identified pupils	<p>Key SEN pupils in receipt of bespoke curriculum through CLIC</p> <p>Children make progress based on their starting points</p>	<ul style="list-style-type: none"> • New EYFS CLIC to support learning needs in EYFS • Weekly reading with an adult • Home Learning to be differentiated to meet their needs • Year 2 CLIC to continue on from time in Year 1 • Year 3 CLIC to support one identified child • Year 5 and 6 CLICs separated to enable Year group separation • <i>Please note that this provision has been revised in this way in order to adhere to the RA and restrictions</i> 	CLIC staff	



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Whole School	For identified pupils	<p>To support the reading gaps within the school – children reading regularly to adults across the school</p> <p>To close gaps in maths through use of two programmes – gaps will be identified through assessments and the identified schemes alongside interventions will support the children’s learning needs</p>	<ul style="list-style-type: none"> • Reading volunteers identified for all year groups • Children read regularly with adults to ensure children’s reading fluency and comprehension increases • White Rose maths and Maths No Problem • DFE Maths “Catch Up Materials” • Guided reading/emphasis on reading and curriculum built around high quality texts 	Teaching staff Reading volunteers	?????
Resources to support the curriculum	For Reception, Year 1 and 2	<ul style="list-style-type: none"> • Children able to access appropriate reading books linked to phonics • Increase reading recovery books 	<ul style="list-style-type: none"> • Purchase of more Jolly phonics reading books to support with phonics acquisition • Purchase of packs of reading recovery books • Purchase of books to support the new curriculum 		<p>£500</p> <p>£200</p> <p>£600</p>
TIER 3					
Wider strategies	All pupils	Wider strategies will enable pupils to develop in confidence and learning gaps will be plugged	<ul style="list-style-type: none"> • Magic breakfast • Pastoral support • Clubs • Recovery curriculum • Remote learning • Food packages delivered when self isolating for disadvantaged families • Learning available via Google classroom 	Pastoral staff Breakfast club Ongoing actions throughout the year.	
Easter holiday provision		<ul style="list-style-type: none"> • To ensure children have returned to school with confidence and have the 	<ul style="list-style-type: none"> • Sports club available to identified children to enable children to keep active and develop relationships 		£6300



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		<p>opportunity to develop multi skills and use of the outside area</p> <ul style="list-style-type: none">● To focus on any gaps in learning following learning time that may have been lost during the pandemic	<ul style="list-style-type: none">● Identified children in Years 2-5 invited in for extra tuition in Maths and English over a four day period		
Resources and tuition to support next year once impact has been re-assessed.		<ul style="list-style-type: none">● Carry over this amount to next year and further identify needs			£15,000