

# Catch up Premium Statement 2018/19

1. Outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	Students in receipt of funding for below Expected Standard at KS2 leave the Academy having made appropriate progress across the Flightpaths in English. In year 7-8, this will be measured through performance against flightpath targets, and the level of security in which they operate within these flightpaths. Reading ages will also be measured.			Students entering secondary education assessed as working below expectations, catch-up and make continued progress in line with their peers.	
B.	All students will actively engage in Reading programmes with the Academy. Renaissance Reading is ongoing and students reading materials and quizzes taken and passed will be monitored.			% of Rewards in assemblies and through English Department. Progress in Reading Age by end of academic year.	
C.	All staff are fully aware of the impact and importance of literacy.			Language for learning fully embedded in teaching and learning in all year groups for all student profiles.	
D.	Adapt the maths curriculum to ensure all staff have a key understanding of mastery of the skills needed to secure LA progress, thereby ensuring that all 95 and below students make rapid improvements. This will be measured via the Academy’s internal tracking systems in terms of outcomes and lesson observation and pupil feedback in terms of pedagogical change.			All maths teachers have a firm pedagogical understanding of iconic teaching of mathematics, underpinned close liaison with primary colleagues.	
E.	Students in mathematics, entering at 95 or below have outcomes that are above national progress measures for LA cohorts in mathematics.			In KS4, LA students’ performance is above National data in Mathematics. (P8 score) In KS3, students are in line with their flightpath targets.	
2. Planned expenditure : (Funds available : £27,500 )					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students achieve standards of literacy in line with rest of cohort.	Recruitment of English teachers to facilitate smaller class size	Smaller group size has led to an increase in performance in both English, as evidenced by 2016 and 17	Via rigorous appointment process, Line management meeting with HODs, review of progress and teaching QA	RW/CF	Throughout the year further to progress checks

All staff are fully cognisant of successful pedagogy rooted in outcomes.	CPD focus on L4L, numeracy and learning, feedback; targeted CPD support	Sutton Trust research and internal reviews highlight the latter as central to improving outcomes for all	CPD provision will be moderated by AHT Learning and the Federation STIG	MP/ RW	Termly review of quality of CPD provision
Students learning is stepped through skills and emphasis on SPaG.	New English schemes of Work, skills based, written for KS3 2016 - 2017	Documented evidence on the impact of LAC. Improved standards within the Academy via this approach	Via QA systems within the Academy; HOF forums; across trust appraisal of mastery concepts in subjects	CF	Liaison with LP and Via the QA cycle
Progress in Mathematics is above the national average	Recruitment of MA teachers to facilitate smaller class size	Smaller group size has led to an increase in Maths progress in LA groups	Via rigorous appointment process, Line management meeting with HODs, review of progress and	RW/ TB	Throughout the year further to progress checks
Progress in Mathematics is above the national average	Mastery Learning of basic skills within yr 7 & 8 to ensure understanding of key skills	To improve levels of numeracy of ALL ability groups via the introduction of pictorial teaching, resources and consistent starting point across classes.	Through departmental discussion, scrutiny of SOW, lesson observations.	TB	Termly review with SLT

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students attain in line with all students across the curriculum	All staff use 4matrix.	Close analysis of data by all staff has reduced gaps across the curriculum. 4matrix and close scrutiny central to	Via line management meetings where standards are explored. Via LP with a specific focus on English	BK	Following each progress check in years 9-11
Students attain in line with all students across the curriculum	Accelerate Group in Year 7.	35 Students taught in 2 group 6 lessons a week. All accelerate students have achieved a level 1 FLQ at A*-C grades.	Via outcomes of the FLQ, line management meetings and QA cycle	KS	As per the QA cycle
Students attain in line with all students across the curriculum	Succession plan accelerate group teaching	See above	Via line management reviews and coaching	KS	As performance management cycle
Students attain in line with all students across the curriculum	Renaissance Reading and Reading Passports to encourage wider reading and to assess students' comprehension through the Accelerated Reading quizzes. Reading Week takes place each half term TLR3 appointment Reading across the Academy.	Participation in Renaissance Reading is high with 96% of cohort in Years 7 – 10 having read independently in 2015 – 2016. 4902 quizzes passed. Student voice supports the success of the scheme.	V Geeson produces report on Accelerated Reader for each form group half-termly. It will inform tutors of quizzes taken and passed, and average level each of their tutees is reading at. Reading passports, initiated by AA Sept 2016, to be reviewed termly within the English Department. Via line management meetings and scrutiny of reading age data	AA/VG	LP to monitor the results termly

Students attain in line with all students across the curriculum	Liaison with colleagues, within secondary and primary, to identify new parameters and interpretation of KS2 data to enhance understanding of levels at KS3.	To clarify the new K2 standards and address changes in curriculum and expectations.	Line management meetings.	BK	Twice yearly via appraisal
Raise reading ages for students currently below chronological age in Years 8 and 9.	Sixth form reading group	Research projects suggest time spent in shared reading supports improved outcomes	Via scrutiny of data	SC VR	Further to progress checks and assessments
Improve base line mathematics data	Include iconic teaching within SOW for lower end students	Work carried out by the LP in mathematics during last academic year demonstrated the potential of this learning style	Liaison with the HOD mathematics	TB	Departmental reviews
Students who enter the academy below national expectations make rapid progress	Train and deliver year 7 catch up numeracy and literacy	Shaped from CPD work resulting from the maximising learning project which demonstrated the catch up programme as making a positive impact on students and making effective use of TA deployment.	Via scrutiny of data	KS / TAs	Line management meetings and module reviews

## Review of expenditure

### 3. Previous Academic Year 2017 /18

#### Quality of teaching for all

Desired outcome	Action	Impact	Lessons Learnt
All staff are fully cognisant of successful pedagogy rooted in outcomes	CPD focus on literacy, and targeted CPD support	Standards of teaching and learning across the Academy is very good. Standards of literacy is very good and evidenced across a range of subjects	Clear and focussed CPD raises standards consistently across the curriculum. Costs are relatively cheap for a high return.TLR 3 to be issued next year to maximise best practise. This will focus on a more embracing philosophy of language for learning

Students acquire key skills in all subject areas to secure good outcomes	Mastery Learning in all core and foundation subjects at KS3. LAC supported by Literacy Department representatives to promote best	GCSE success improving across curriculum.	Focussing on mastery of skills informed by KS4 assessment objectives has focussed learning and enabled progress to rise year on year.
Progress in Mathematics is above the national average	Recruitment of Maths teachers to facilitate smaller class size	4C and below Mathematics P8 score denoted good progress	A clear and systematic year on year improvement in standards and good progress from given start points is largely due to specialist and experienced teaching and learning, adept to catering for varying needs.
Progress in Mathematics is above the national average	Mastery Learning of basic skills has been addressed within yr 7 & 8 to ensure understanding of skills	SOW in yr 7 & 8 focusing on the mastery of the skills needed for the GCSE.	Focussing on mastery of skills informed by KS4 assessment objectives has focussed learning and enabled progress to rise . T
<b>Targeted Intervention</b>			
Students attain in line with all students across the curriculum	All staff use 4matrix.	4 matrix has been instrumental in targeting, monitoring and intervention. All staff are fully versed in its use.	Continue to update and refresh staff through CPD sessions,
Students attain in line with all students across the curriculum	Accelerate Group in Year 7.	All year 7 students achieved a level 1 award in 2017, with the majority at A* / A	This is a high cost strategy, but used in conjunction with PP funding is providing a foundation for students future learning and involvement in the life of the academy.
Students attain in line with all students across the curriculum	Research provision for students coming in on lowest level.	New sendco to review current provision and impact on further programmes available to the academy.	High impact use of TAs is best delivered through a focussed programme; this will be developed further next academic year.
Students attain in line with all students across the curriculum	Renaissance Reading and Reading Passports initiated to encourage wider reading and to assess students' comprehension through the Accelerated Reading quizzes. Reading Week takes place each half term TLR3 appointment Reading across the Academy.	Renaissance reading is now part of the wider curriculum via the baccalaureate; clear research evidences the links between reading and attainment and progress.	Renaissance reading continues next academic year.
Students attain in line with all students across the curriculum	Liaison with colleagues, within secondary and primary, to identify new parameters and interpretation of KS2 data to enhance understanding of	The increase in demands at KS2 particularly in reasoning (mathematics) and variance in writing to be considered during transition from KS2 to 3.	Continue with work on ICAMMS and developing tools for writing across the curriculum in conjunction with primary in the southern hub
Year 6 students engage in Literacy and Numeracy during transfer from primary to Secondary.	Year 6 students given Literacy Transition packs in summer term. Collected within English Department September of Year 7.	Students remain engaged during the transition from KS2 to KS3.	Consider how we use this data and rewards. Review the transition document with HODs

Students attain in line with all students across the curriculum	Year 7 students entering secondary below score of 100 and those below chronological reading age following ART to put onto Lexia Reading programme	Students selected based on very specific parameters make progress.	Impact on wider curriculum considered- this approach impinges on certain aspects of the curriculum and is costly; this will be reviewed as part of the new sendco provision.
Raise reading ages for students currently below chronological age in Years 8 and 9.	42 sixth form students carrying out reading intervention with 61 students from Years 8 and 9.	Students selected on ART scores following testing September 2016. Re-tested January 2017 to remove students who have narrowed the gap.	Include sixth form support as part of wider baccalaureate project / sixth form language for learning reps.
Student progress through Flightpaths in English clear.	Student friendly versions created for students to measure their progress and to understand how to progress further.	All students make progress in line with their flightpaths. Staff and students are clear regarding progress and the steps they need to take in their learning.	Refine flightpaths as the department becomes more familiar with 1-9 and the changes at KS2. Refine as part of the curriculum review
Students participate in extra- curricular clubs in English	Confidence building and narrowing the gap through improving reading, writing and handwriting.	Greater participation in the wider life of the Academy; encouraging and enjoyment and engagement in English	Continue to enter writing competitions. Provide greater opportunities via language for learning in the academy