

Catch up Premium 2019 2020

1. Outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Students in receipt of the funding for below expected standard at KS2 leave the academy having made appropriate progress across the curriculum in English and Mathematics. This will be measured through performance against targets and national standards.			LA students in English and maths increasingly narrow the gaps, aiming at above average P8 and average attainment scores.	
B.	Students reading ages will increase via active engagement in reading programmes. Reading ages will be measured.			Narrowing of gaps in reading ages	
C.	All staff are aware of the importance of language for learning, and, through CPD attendance, are able to implement best practice to support students.			L4L successfully implemented across the curriculum	
D.	English and maths curriculums will be reviewed in the light of curriculum and internal curriculum QA models to support LA students.			English and maths curriculums are reviewed and refined; students make good progress.	
2. Planned expenditure : (Funds available : £27,000)					
Academic year		2019/20			
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 results	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 literacy, 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/SW	Termly review of quality of CPD provision
Students learning is stepped through the curriculum	Reviewed English schemes of Work in light of curriculum QA tool	Documented evidence on the impact of the curriculum – William; Myatt	Via curriculum reviews	TB/CF/BK	Liaison with BK 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	HLTA in the mathematics department	Facilitation of more targeted support within and beyond the classroom.	Via QA cycle and appraisal	TB/ BK	As per the appraisal cycle
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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. Employment of HLTA alongside SENDco	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	Renaissance Reading to encourage wider reading and to assess students' comprehension through the Accelerated Reading.. Reading Week takes place each half term	Evidence based on access to reading material.	Monitored by AHT teaching and learning	MP/VG	MP to update via SLT briefings
Year 6 students engage in Literacy and Numeracy during transfer from primary to Secondary.	Year 6 students given Literacy and numeracy Transition packs in summer term. Collected within English Department September of Year 7.	Avoid dip over summer holidays by giving Year 6 Literacy and numeracy skills to focus on and activities to complete.	Transition packs handed out during Year 6 induction and collected at the start of year 7. Reviewed for completion and standard firstly by Year 7 English and maths teachers.	VR / Hods	Yearly
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	Line management meetings and module reviews

Review of expenditure

3. Previous Academic Year 2018/19

Quality of teaching for all			
Desired outcome	Action	Impact	Lessons Learnt
Students reach standards of literacy in line with cohort.	Recruitment of English teachers to facilitate smaller class size	Standards in progress and attainment for LA students strong.	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.
All staff are fully cognisant of successful pedagogy rooted in outcomes	CPD focus on L4L numeracy, learning and feedback; 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 re- issued next year to maximise best practise.
Students learning is stepped through skills and emphasis on SPAG	SOW adapted for KS3 and reviewed	GCSE success improving across curriculum.	Focussing on mastery of skills has supported the curriculum to develop and support student acquisition of skills and concepts. Now need to review curriculum in line with the academy QA tool.
Progress in Mathematics is above the national average	Recruitment of Maths teachers to facilitate smaller class size	Progress made by LA students historically strong using this approach	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 accelerated learning throughout the mathematics curriculum. Focus on o=iconic teaching has supported LA students.	Focussing on mastery of skills informed by KS4 assessment objectives has focussed learning and enabled progress to rise .Now need to focus on curriculum knowledge in line with QA tool.
Targeted Intervention			
Desired outcome	Action	Impact	Lessons Learnt
Students attain in line with all students across the curriculum	All staff use 4 matrix	4 matrix continues to support the analysis of progress of students, thereby identifying trends and responding to curriculum needs.	Continue to use 4 matrix; ensure staff training maintained.
Students attain in line with all students across the curriculum	Accelerate Group in Year 7.	All year 7 students a level 1 qualification, This is great for morale.	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	Succession plan accelerate group teaching	Success of project and consideration of expansion	HLTA continues to grow knowledge of the EPQ and the wider accelerate curriculum
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 bacculaureate; clear research evidences the links between reading and attainment and progress.	Renaissance reading continues next academic year. Change of TLR focus to language for learning in order to embed literacy across the curriculum
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.	The increase in demands at KS2 particularly in reasoning (mathematics) and variance in writing to be considered during transition from KS2 to 3.	Continue to reflect the knowledge gleaned by colleagues within the curriculum
Raise student reading ages for students currently below chronological ages in years 7 and 8	Sixth form reading group	Variable success; needs to be linked into the sixth form back to have greater impact and avoid drop off.	Review
Improve base line maths data	Include iconic teaching within SOW for lower end teaching	Successful liaison with primary colleagues; now in SOW	Continue to review impact as part of wider QA and curriculum cycle.

<p>Students who enter below national expectations make rapid progress</p>	<p>Train and deliver catch up literacy and numeracy programmes</p>	<p>Programmes in place; augmented with further skills via the SENDco's intervention programmes.</p>	<p>Continue to review impact of this TA deployment.</p>
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