

Catch Up Premium Strategy Plan

Summary information			
School	WEA		
Academic Year	20 – 21	Total budget	£65,840
Total number of pupils	823	Date for next internal review of this strategy	Jan 21

1. Barriers to future attainment & progress due to COVID-19	
In-school barriers <i>(issues to be addressed in school)</i>	
A.	Improve virtual provision to maximise engagement and reduce learning gaps
B.	Numeracy levels/ non-verbal reasoning retarded and stagnated due to school closure
C.	Literacy numeracy levels retarded and stagnated due to school closure

2. Outcomes		
	Desired outcomes	How they will be measured
A.	<ul style="list-style-type: none"> Improve the quality of the VLE provision Increase the number of students accessing a variety of resources to enhance and support learning – narrowing gaps 	<ul style="list-style-type: none"> Increased number of students engaging with VLE Increased number of staff using VLE as primary source for extended learning
B.	<ul style="list-style-type: none"> Increase the proportion of students meeting age related expectation in math & non-verbal reasoning 	<ul style="list-style-type: none"> Reduction in number of students requiring intervention Increase in number of students sustaining improvement in non-verbal reasoning over a two year period
C.	<ul style="list-style-type: none"> Increase the proportion of students meeting age related expectation in verbal reasoning 	<ul style="list-style-type: none"> Reduction in number of students requiring intervention Increase in number of students sustaining improvement in verbal

3. Planned expenditure - 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	Review Date	Review Comments
A	<ul style="list-style-type: none"> Staff to be trained on the effective use of the VLE to ensure lessons are formatted to allow students to independently learn Quality assurance of VLE materials to ensure adequately scaffold. Procure additional subject specific resources that facilitate remote learning in the absence of access to devices and connectivity 	<ul style="list-style-type: none"> Staff feedback indicates a lack of confidence around the construction of VLE lessons Quality assurance indicates variability w.r.t quality and accessibility of lessons created Parental feedback indicates that the demands of connectivity often limit ability to complete work set on VLE 	<ul style="list-style-type: none"> Programme of CPD designed to specifically address the differing needs of staff w.r.t the creation of content for the VLE Assigning specific staff to the maintenance, quality assurance and development of the VLE HOD will ensure that a suitable suite of resources is available in print and interactive format. 	MBL JCL	Dec 2020 Mar 2020 Jul 2020	
B	<ul style="list-style-type: none"> Staff to be trained in the age related numeracy skills of each year group Staff to explicitly model numeracy skills and strategies in 	<ul style="list-style-type: none"> Two thirds of students join the academy with standardised scores below national average. Students' scores in mathematics on average fall below national averages, placing two 	<ul style="list-style-type: none"> Books of catch up pupils to demonstrate rapid and sustained rates of progress. JCL to work with CGI/RRA to provide summary 	JCL HOD	Each QA cycle - half termly	

	lessons	<p>thirds of students on the lower end of MAP categorisation</p> <ul style="list-style-type: none"> • SIP highlights that increasing numeracy skills is necessary in order to meet National Standards in all externally and internally measured parameters 	<p>feedback of any specific need that might exist as a result of QA.</p> <ul style="list-style-type: none"> • HODs to carry out work scrutiny accurately and feed back to individuals within department • QA of books of catch up to be included in the sample of work scrutiny each half term 			
C	<ul style="list-style-type: none"> • Staff to be trained in the age related literacy skills of each year group • Staff to explicitly model literacy skills and strategies in lessons 	<ul style="list-style-type: none"> • Two thirds of students join the academy with standardised scores below national average. • Low literacy levels hinder student's abilities to make rapid and sustained progress in subjects • Low literacy skills prevent one thirds of student accessing the curriculum • SIP highlights that 	<ul style="list-style-type: none"> • Books of catch up pupils to demonstrate rapid and sustained rates of progress. JCL to work with CGI/RRA to provide summary feedback of any specific need that might exist as a result of QA. • HODs to carry out work scrutiny accurately and feed back to individuals within 	JCL HOD	Each QA cycle - half termly	

		increasing verbal reasoning skills is necessary in order to meet National Standards in all externally and internally measured parameters	<ul style="list-style-type: none"> department QA of books of catch up to be included in the sample of work scrutiny each half term 			
Total Budgeted Cost						20K

4. Planned Expenditure - Curriculum						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
B	<ul style="list-style-type: none"> Development of non - verbal/ numerical reasoning skills through the use of metacognitive practices 	<ul style="list-style-type: none"> Logical reasoning requires metacognition (thinking about thinking). It influences behaviour and attitudes through greater engagement, requesting appropriate help (self-regulation) and seeking conceptual 	<ul style="list-style-type: none"> HOD - will QA the form time activities provided for each year group 	DAL JSA HOD	Half Termly	

		understanding. Reasoning promotes these traits because it requires students to use their mathematical vocabulary.				
C	<ul style="list-style-type: none"> Vocabulary development intervention through directly teaching words explicitly, using word strategies and becoming word conscious Improvement of reading comprehension ages of identified catch up pupils. To encourage reading for pleasure in all year groups. 	<ul style="list-style-type: none"> Comprehension is ultimately the main goal of reading as it means the text is understood The low standardised scores indicates students are likely to be struggling in other areas of their learning and a widening gap emerging. 	<ul style="list-style-type: none"> Trained TAs to deliver intervention to small groups to develop generic vocabulary focusing on command words. Intervention to be shared with HODs and linked with literacy lead. Students to choose their own book from the books box in their form room and read for at least 20mins each day. Book competitions to run 	HLTAs Library	Half Termly	
Total budgeted cost						£20K

5. Planned expenditure – 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	Review Date	Review Comments
B	<ul style="list-style-type: none"> Targeted maths tuition with PP students to improve knowledge of skills prior to teaching in main class. Resources made available for use at home to support learning in class 	<ul style="list-style-type: none"> Tiered targeted interventions allow the narrowing of the focus of the validated intervention program to skills with which the students in fact experience difficulty 	<ul style="list-style-type: none"> JSA/SENDCO will create tiered flow for the administration of targeted interventions HLTA will monitor progress through the scorecards after each data capture. 	JSA SENDCo	6 Wkly review	
C	<ul style="list-style-type: none"> Small groups of Year 7 low ability readers (8.9 or below) included in Reading programmes. All students in Year 7 & 8 to follow the accelerated reader programme. Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. Targeted literacy tuition with PP students to improve knowledge of skills prior to teaching in 	<ul style="list-style-type: none"> Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement. AR positive impact on all pupils of an additional three months' progress over the course of an academic year. The 	<ul style="list-style-type: none"> Students identified from reading and spelling tests and placed in appropriate groups or 1-1 sessions and the appropriate reading interventions put in place. Phonics and precision teaching. Peer reading. Students in Year 7 & 8 will have one library lesson a week, where they will complete the quizzes and chose their next book. AJL and JL will monitor progress 	RRA CGI SENCO TAs TMA	As per the QA cycle - 6wkly	

	main class.	results also suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months' progress	through the scorecards after each data capture			
Total budgeted cost						25K

6. Planned expenditure - Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
C	<ul style="list-style-type: none"> To continue to improve the provision of books within the library in order to encourage Year 7 Catch Up pupils to read for pleasure and use library resources for homework. Author visits to raise the profile of reading and engage students in improving their reading habits 	<ul style="list-style-type: none"> The library creates an environment where children are encouraged to wonder, to create and to connect, to innovate and be involved as global citizens. As an academy we can guide access to quality information, especially in times when facts begin to devolve into truth decay. 'Pupils will get more of a writing confidence boost in one day than they normally would in a whole term' 	<ul style="list-style-type: none"> Audit of books to be completed and purchase of books to enhance the provision. Initiatives to increase reading for pleasure to be rolled out within the library. Author visits and competitions to be organised. 	CGI TMA	Half termly	
	<ul style="list-style-type: none"> Develop student's skills and confidence in 'other' areas. 	<ul style="list-style-type: none"> SIP indicates negative behaviours hinder the progress of students - 	<ul style="list-style-type: none"> PSHE curriculum reflects the nature of the 	ESM JCL DRE	Half Termly	

B	<ul style="list-style-type: none"> • Social Communication groups to develop self-awareness, confidence, emotional intelligence and promote metacognitive practices. 	through the use of a character curriculum students will learn to consider actions and behaviour instead of responding impulsively.	academies setting <ul style="list-style-type: none"> • PSHE curriculum ensures that all statutory content is covered • Character is taught through the House system 	BPA		
Total budgeted cost						10k
Grand total budgeted cost						