

Catch Up Premium – Year 7

Catch Up Premium

The academy identified 54 pupils entering year 7 with SATs scores of 99 or below in Maths. 79 pupils recorded SATs scores of 99 or below in both Reading. 43 pupils recorded SATs scores of 99 or below in Maths and Reading. The academy received £17,126 catch up premium funding to help support the progress of these identified children for the 2019-20 academic year.

The impact of Catch Up funding has been measured on pupil progress in Autumn 2020 when pupils returned to the school following the national closure in March 2020.

Review of Expenditure - 2019/20

Desired outcome	Chosen action/approach	Impact	Lessons learned	Staff lead	Implications for the following year.
To improve attainment and progress in English	Targeted small group teaching in place of MFL.	79 pupils entered the academy with a SATs score of 99 or below for reading 23% have made better than expected progress 70% have made expected progress 7% have been referred for further intervention	A greater number of pupils entered the academy with reading scores of 99 or below compared to maths results in Year 6	RBT/GJ/TM	Provision available to 2020 entrants. In addition, this provision will remain available for identified Year 8 pupils despite removal of funding.
	Access to homework club via Learning Hub	25% of catch up pupils regularly attended sessions prior to school closures in March 2020.	Pupils' attendance to non-compulsory sessions is limited 3-4pm. Consider use of rewards.	TM/NB	Learning Support staff with 4pm contracts will be used to support this provision.

To improve attainment and progress in Maths	Targeted small group teaching in place of MFL.	54 pupils entered the academy with a SATs score of 99 or below for maths. 29% have made better than expected progress 59% have made expected progress 12% have been referred for further intervention.	Additional staffing has supported	PB/CM/TM	Provision available to 2020 entrants. In addition, this provision will remain available for identified Year 8 pupils despite the removal of funding.
	Additional staff used as support within lessons for identified pupils	Greater access to individual support for pupils in class. Improved clarity of understanding.	Key pupils require support to access curriculum content. Adds value to existing Learning Support provision/AFN/HLN funded pupils.	CM/LB/JS	Review support hours available to individual year groups. Consider grouping and numbers of disadvantaged pupils by class and year half
	Reduce class sizes in lower ability groups.	Improved access to teacher and individual support on offer.	Focused support has enabled greater knowledge and understanding.	RBT/CM	Consider staffing budget for 2020/21 and impact of Covid – missed time.