

Acle Academy Catch-Up Premium Strategy 2019 - 2020

1. Summary Information		
School	Acle Academy	
Academic Year	2019 - 2020	Catch-Up funding Total: £4636

2. Catch-up students 2019 - 2020				
Group	Number of students	Below in Reading & Maths	Below in Just Reading	Below in Just Maths
All	37	17	20	0
Male	24	10	14	0
Female	13	7	6	0
Pupil Premium	15	8	7	0
SEND	5	4	1	0

3. Barriers to future attainment	
A.	Lower than average reading age
B.	Lower than average numeracy skills
C.	Lack of confidence with academic ability
D.	Other personal development or well-being issues

4. Desired outcomes		Success criteria
A.	To ensure catch-up students make progress targets in English / Reading	Improvement in reading age / English grades

B.	To ensure catch-up students make progress targets in Maths / Numeracy		Improvement in maths grades		
C.	To ensure pupils gain confidence with their studies and improve personal development		Student voice, good attendance and good ATL grades		
5. Planned expenditure					
Academic year		2019 - 2020			
Desired outcome	Chosen action / approach	Rationale	Evidence and Quality Assurance	Staff lead	Review date and cost
To ensure catch-up students make progress targets in English and maths.	Creation of 5 th set in Year 7 for more regular personalised provision.	There was a need for more regular and personalised support for those who have the biggest gaps in their knowledge. The English and maths department have used the QLA and Standardised Scores to identify the Catch-Up Premium students in the greatest need of support. The Catch-Up premium has been used to part fund the cost of the Progress Leaders so the Year 7 Catch-Up students in need of the greatest support have more personalised provision throughout the academic year. This in turn reduces the size of the remaining English and maths sets so the remainder of the Catch-Up students are in smaller sets.	Effective line-management of Progress Tutors. Use of a Standardised Test to see if students have caught-up. For example, SS on GL Assessment in the summer term. In-house tracking data.	AWE/ MFM	Easter 2020: Cost: Contribution of £1500 per progress tutor = Total of £3000
To ensure catch-up students make progress targets in English and maths.	Small group intervention in maths and English	Students are given additional small group intervention to support their basic numeracy and maths skills. Students identified as working below expected levels in KS2 are tutored on specific skills such as basic arithmetic. Evidence from EEF indicates that students tutored in small groups can make up to four months progress compared with larger groups.	One of the English teachers who works part-time will be given additional hours to work with the students in English. Maths will be outsourced to an ex-teacher who has now retired.	AWE/ MFM	End of academic year: Cost: £1300

			Effective line-management of Progress Tutors. Use of a Standardised Test to see if students have caught-up. For example, SS on GL Assessment in the summer term.		
To ensure catch-up students make progress targets in maths /numeracy	Resource budget for maths / numeracy for catch-up students	Additional funding for resources for catch-up students in Maths such as the ordering of workbooks, resources or additional photocopying.	Effective line-management of Progress Tutors. Feedback in budgets. Any purchased resources are researched well before committing.	JDA	End of academic year: Cost: £336
Total budgeted cost					£4636