



Catch-Up Premium 2016-2017 expenditure
Catch-Up Premium Planned expenditure
2017-18
Catch-Up Premium 2016-2017 Impact



1. Introduction and Purpose

The catch-up premium funding is for any students who begins Humberston Academy with literacy and numeracy levels below the national average.

From 2016; students with a KS2 score below 100 in either literacy or numeracy are entitled to this funding.

At Humberston Academy our mission statement "Excellence for All" exemplifies our commitment to ensuring all students regardless of their background, ability or circumstance, are provided with a quality and relevant education. We champion and firmly believe in a holistic education, experience and curriculum, for all that ensures that our students are 'rounded and grounded' and leave Humberston Academy with the qualities and skills to succeed in modern Britain.

At Humberston Academy; closing the gap and raising literacy and numeracy levels are an integral part of every lesson and all areas of the Academy. Within the classroom there is a clear focus on narrowing the achievement and progress gap between groups and individuals through well planned and differentiated lessons that challenge and stretch all students. All staff are entitled to a programme of training that allows them to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

In 2016 - 2017 56 students were supported by Catch-Up funding.

In 2017 – 2018 32 students are supported by Catch-Up funding. (6 are identified as DAS)

2. Aims and Objectives

Key Aims:

1. Raising staff profile and attainment of students who are eligible for Catch-Up premium.
2. Aspiring to have all students above the national average of a 100 point score in literacy and numeracy by the end of Year 7.
3. Providing outstanding literacy and numeracy provision to make rapid progress for students who are eligible for Catch-Up premium funding.
4. Increasing the engagement of parents in their children's education and HA life.

Success Criteria:

All students to have sufficient literacy and numeracy skills in order to access the learning opportunities available to them at Humberston Academy and allow them to achieve their academic potential.

3. Roles and Responsibilities

The Senior Leadership Team will:

- Accept overall responsibility for the delivery of the academy's literacy and numeracy provision.
- Provide opportunities for staff training about numeracy and literacy.
- Support faculties they line manage to ensure literacy and numeracy is considered in their planning.
- Be role models in using strategies in their own teaching to embed and develop literacy and numeracy skills.
- Ensure strategic deployment and utilisation of Catch-Up premium funding to enable appropriate skills to be developed.
- Distribute assessment packs to academy improvement leaders at the end of each assessment point.
- Ensure all staff are made aware of the key students who are eligible for Catch-Up funding.
- Ensure timely and appropriate interventions are put in place and the impact monitored.
- Track and monitor students who are below target for literacy and numeracy and ensure timely and appropriate intervention is put in place.

Governors will:

- Accept responsibility for challenging the Senior Leadership Team on the delivery of the academy's Catch-Up premium plan.
- Undertake appropriate training opportunities provided by the academy and external providers where required.
- Hold leaders to account for effective spending of Catch-Up premium funding and the monitoring of its impact upon students who are eligible for Catch-Up premium.
- Keep up to date with the Ofsted framework requirements for the Catch-Up premium funding.

The Inclusion Team will:

- Utilise the Catch-Up premium action plan to ensure timely and appropriate pastoral interventions are put in place, which support the academic achievement of target students.
- Assess and support pupils on Education, Health and Care Plans, Statements and SEN Support with appropriate interventions to improve reading ages following CATS test analysis.
- Identify and support students with specific needs, such as dyslexia, and provide appropriate intervention.
- Support students with Education Health Care Plans with in class with Teaching Assistants.

- Provide intervention strategies using Accelerated Reader, Lexia, Dynamo, catch-up reading, bespoke reading groups and programmes to support students in their literacy across the curriculum.
- Provide in-class support where necessary and one-to-one out of class support for students identified at each assessment point.
- Communicate with all staff the SEN needs of students who have difficulties and provide with strategies and guidance for supporting students in the classroom.
- Identify students in need of additional support during transition and ensure appropriate interventions are put in place before the start of Year 7.
- Ensure all interventions are monitored and their impact reflected upon.

The Literacy & Numeracy Coordinators will:

- Lead on delivery of the school's and Literacy and Numeracy strategies to improve literacy and numeracy of all students and have a focus on students eligible for Catch-Up premium.
- Provide opportunities for staff training about literacy and numeracy issues to take place on inset days, twilights and whole staff meetings.
- Co-ordinate tutorial and whole school literacy and numeracy initiatives.
- Monitor the impact of the Literacy and Numeracy strategies on students' progress and attainment.
- Identify pupils in need of literacy and numeracy intervention
- Ensure all interventions are monitored and their impact reflected upon.

AIL's and Curriculum Leaders will:

- Effectively utilise attainment and achievement data, to track progress and attainment of all students, in particular those who are eligible for Catch Up premium funding.
- Ensure timely and appropriate interventions are put in place which support the academic achievement and pastoral support of target students and groups.
- Track and monitor students who are below target and ensure timely and appropriate intervention is put in place.

Teaching Staff will:

- Effectively utilise attainment and achievement data, to plan effective lessons which enable all students, to make good progress.
- Ensure teaching is good or better on a daily basis and lessons are differentiated to meet the needs of all students, in particular PP students.
- Ensure opportunities are provided in all lessons for all students to make good progress.
- Ensure literacy and numeracy is promoted in all lessons.
- Track and monitor students who are below target and ensure timely and appropriate intervention is put in place.

4. Catch-Up Premium Expenditure 16-17

2016 – 2017 PP Income:	£28,000
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STAFFING	COST	RESOURCES	COST
1:1 Literacy & Numeracy Tuition	£5,767.31	Accelerated Reader Programme (60%)	£1,593
Staff CPD	£750	Dynamo Numeracy software	£797.50
UNQ L1 @ 2 days	£7,668.52	Pastoral provision	£700
Literacy and Numeracy Co-ordinator	£1,500	Departmental provision	£840.72
TA L1 Full time	£10,582.95	Rewards	£800
Total:	£26,268.78	Total:	£4,731.22

5. Planned Catch-Up Premium Expenditure

The table below outlines the Catch Up expenditure during 2017 – 2018 and the impact.

2017 – 2018 PP Income:	£10,000
2017 – 2018 PP Planned Expenditure:	£11,050

6. Catch-Up Premium Intention to spend

The table below outlines the Catch Up funding during 2017 – 2018

Key Action	Description	Cost
UQT L1	0.2 of a UQT L1	£3,854.26
TA L1	0.2 of a TA L1	£2,136.59
Accelerated Reader Programme	20% of Accelerated Reader programme	£541.30
Dynamo Numeracy Software	Programme purchased specifically to support the rapid progress of numeracy in Year 7	£797.50
Literacy Co-ordinator	TLR point appointed to member of staff	£1,500
Numeracy Co-ordinator	TLR point appointed to member of staff	£1,500
Pastoral provision	Support for student services team	£300
Rewards	Incentive for student to make progress	£420.35
Total income for 2017 - 2018		£10,000
Total Expenditure to date:		£11,050

7. Catch-Up Premium Impact of spend (Maths)

Student	KS2_2016	Y7 AP 5 Data	Pupil Premium	Progress made
1	97	3		
2	91	1		
3	97	4		
4	98	4		
5	94	3		
6	96	2		
7	96	4		
8	96	3		
9	96	2		
10	96	3	YES	
11	98	3		
12	98	2	YES	
13	99	3		
14	94	3		
15	98	3		
16	97	3		
17	98	2		
18	98	3		
19	92	2		
20	95	3		
21	90	2		
22	88	1	YES	
23	94	2		
24	98	4		
25	96	3		
26	79	2	YES	
27	98	2		
28	98	3		
29	95	2		
30	94	3		
31	83	2		
32	99	3		
33	98	3		
34	94	2		
35	99	2		
36	86	2		
37	99	3		
38	99	3		
39	98	3	YES	
		39	5	
Key	Not enough progress	Expected progress	Accelerated progress	

8. Summary

5 students have been deemed to make rapid progress with 4 students now predicted to achieve a Grade 4 in Maths.

27 students are making expected progress but still will require additional support to increase their ability to access a good level of numeracy.

7 students have been deemed to not make the intended progress to date and continue to be supported in order to work towards suitable numeracy skills.

9. Catch-Up Premium Impact of spend (English)

Pupil	KS2_2016	Y7 AP 5 Data	Pupil Premium	Progress made
1	90	4		
2	80	3		
3	94	5		
4	94	5	PP	
5	90	4		
6	98	5		
7	97	5		
8	99	5	PP	
9	98	6		
10	91	4	PP	
11	92	4	PP	
12	97	6		
13	98	5		
14	94	6	PP	
15	87	4		
16	89	5		
17	93	5		
18	95	5	PP	
19	99	5		
20	94	4		
21	94	5		
22	97	6		
23	97	5		
24	94	4	PP	
25	96	6		
26	91	4		
27	97	4		
28	95	5		
29	86	4		
30	91	4	PP	
31	91	4		

32	91	4	PP	
33	96	4		
34	79	3	PP	
35	87	4	PP	
36	90	4	PP	
37	97	4		
38	97	6		
39	79	3		
40	97	4		
41	94	5		
42	84	4		
43	96	4		
44	89	4		
45	94	5		
46	93	4		
47	84	3	PP	
		47	13	
Key	Not enough progress	Expected progress	Accelerated progress	

10. Summary

44 students have been deemed to make rapid progress and are now predicted to achieve a Grade 4 in English.

4 students are making expected progress but still will require additional support to increase their ability to access a good level of literacy.

0 students have been deemed to not make the intended progress.