

Catch up funding strategy (secondary)

1. Summary information					
School	Bradford Academy The academy has a deprivation quintile in highest 20% nationally (0.3) and high IDACI rating				
Total number of pupils	1765 1144 (secondary)	Total catch up funding budget	Total Secondary	Expected waves of payment First payment Second payment Third payment	££36376

As of 22/09/20

Year group	Total on roll <i>inc Dual registration</i>	Male single reg	Female single reg	Total number PP (%)
Year 7	228	128	100	49%
Year 8	229	132	95	50%
Year 9	232	118	107	55%
Year 10	236	117	116	49%
Year 11	235	130	102	41%

2. Current attainment Summer 2020		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average (sisra data – 10/9/19)	34.33	Data not available in September
Attainment 8 score average (sisra data – 10/9/19)	-0.62	Data not available in September
3. Barriers to future attainment following break in education due to Covid 19		
Academic barriers (issues to be addressed in school, such as poor literacy skills)		
A.	On average low levels of literacy/communication skills on entry to the academy. Student prior attainment was well below national comparator for Reading (Y7,9,10 and 11), Writing (Year 7, 9, 10)	
B.	On average low levels of numeracy/ability on entry to the academy. Student prior attainment for Mathematics was well below the national comparator (Y7 and 9)	

C.	SEMH and engagement issues impair students ability to make strong progress
External barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Above average % proportion of students who are EAL (top 20% of schools nationally for the proportion of EAL 35.7%)
E.	The academy is in the top 20% of all schools for proportion of SEN with an EHCP
F.	Attendance rates and persistent absence was high in the last three years for all students (highest 10% nationally)
G.	Some parents of disadvantaged historically and currently are hard to reach (attendance at Pupil Update Reviews) some families have low aspirations for their children, reinforcing strong home-school relationships is paramount to support PP outcomes.
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	
Success criteria	
A.	Ensure that gaps are identified by teaching staff, and that progress is accelerated within the classroom and VLE. (Whole class assessment and Rosenshine's Principles). Staff Training programme - Tom Sherrington, Teach Like a Champion.
B.	Ensure that learners who are particularly behind since last year are targeted for the national tutoring programme to receive small group tuition and academic mentors through the NTP. The use of external providers to provide intervention
C.	Ensure that learners requiring intervention which is over and above the responsibility of the classroom teacher receive additional support Ensure that students who are behind in key subjects or qualifications are able to access small group sessions in the second excellence centre. GCSE pod for Y10 and Y11.
	1. Quality of VLE 2. Data collection 3. Outcomes 4. Schemes for learning
	1. Outcomes 2. Data collection 3. Wellbeing – feeling supported academically
	1. Excellence centre 2. Intervention plans 3. Employment of external tutors 4. Purchase of ICT

5. Planned expenditure

Academic year	2020/21
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The three headings enable you to demonstrate how you are using the Catch up fund to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all (including blended) progress is accelerated within the classroom and VLE.

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Train staff in using explicit instruction and scaffolding. Use Tom Sherrington's master classes to deliver online CPD to all teachers and/or Teach Like a Champion by Doug Lemov. Walk Thrus £900 1 year subs for resources and materials. LPs to plan a module each. TLAC –American, full online programme available but the book is fab and comes with DVD – could buy a copy for each LP and direct them to deliver a module each £18.15 £18.50 = 108 = £1998	High quality teaching for all in both the classroom and online resulting in improved outcomes for all.	EEF state that evidence points to direct instruction and scaffolding to be two of the key features of effective teaching. Where blended learning becomes the norm these are two features that must be maintained to have effective remote learning. Highly quality instruction is the most important lever.	Teachers will create recordings/lesson plans/resources that demonstrate the practical implementation of the strategies. Library of demonstrations for both classroom and online examples.	SGL/JSU	Ongoing throughout the year but linked to PM cycle and DC

Staff training in assessing formatively in order to diagnose and close gaps through quality teaching. This includes remotely as well as in the classroom. Purchase resources from TLAC online to support. £3000	Ensure that teaching is focussed in the areas that are most crucial to support good outcomes for students. To ensure that the curriculum is tailored so that key principles are mastered.	EEF states that high quality assessment is essential to great teaching. Targeted diagnostic assessments allow teachers to monitor progress and guide next steps in teaching.	Teachers will create recordings/lesson plans/resources that demonstrate the practical implementation of the strategies. Library of demonstrations for both classroom and online examples.	SGL/JSU	Once every half term - detailed report as to the quality of planning - the quality of the VL provision
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ii. The use of external providers to provide intervention

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use DC1 (and CATs) to identify students who are the most behind for the NTP. Consider PP, HAP and MAP students. Employ 2x Teach First Academic Mentors funded by the DfE (on-costs to pay) Ac. Mentors - £6500	Tuition in Eng and Maths for KS3 and in GCSE subjects at KS4 leading to strong outcomes.	Small group tuition is shown to be effective when used to support the curriculum in the classroom.	Students who are the most behind at DC1 will be offered the programme. Tutors will know the curriculum at Bradford Academy and they will tailor their sessions to support this. No more than 3 students in each group.	JSU/RML	

iii. Targeted intervention through additional support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Set up G10 as a second excellence centre. Identify the learners most behind from DC1, considering PP, SEN/LAP/managed moves and teacher input. Employ HLTA to run it. (£ 17-24K – HLTA)	To enable those who are most behind to receive one to one and small group support with specific subjects.	Small group and one to one sessions can be highly effective in boosting progress when delivered by a well trained teacher or learning assistant.	Careful timetabling of students and subjects. Regular review of student progress via teacher check-ins. Data collections.	JSU/RML	Feb half term – Mentors to start in Jan
Purchase GCSE pod for Y10 and Y11 (£250 voucher available from PiXL if before Nov 30th). £9876 for Y10 and Y11	To provide all Y10 and 11 students with an effective online platform to support blended learning and revision in all subjects.	GCSE pod contains a full programme of tutorials and revision for all subjects and all exam boards. It is very user friendly on all devices and can share information with the teacher (like Hegarty but for all subjects).	Communication with parents and students. Training on usage during form time. Use to set homework (through Teams). Feedback from staff. Monitor usage using analytics.	JSU/RML	
Total £39274 £36376 (first payment)					

Additional information:

The payments are linked to census and arrive in three separate instalments. This is the spending for the first payment (approx. 1/3 of total of total allocated to secondary – including post 16

The catch up fund is specifically for closing the academic gaps experienced due to a prolonged absence from school during lockdown

Each of the strategies are over and above what has previously been offered and are as a direct result of Covid 19 measures year 10 currently cant access intervention centre due to bubbles and the risk of cross contamination

