

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	1772 1158 (secondary)	Total catch up funding budget	Total Secondary	Expected waves of payment First payment Second payment Third payment	£36376 £44,400 (-2898 overflow = £41502

As of 22/04/21

Year group	Total on roll <i>inc Dual registration</i>	Male single reg	Female single reg	Total number PP (%)
Year 7	233	130	103	52%
Year 8	230	133	97	53%
Year 9	228	123	105	57%
Year 10	231	117	114	51%
Year 11	236	131	105	44%

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 (including issues which also require action outside school, such as low attendance rates)		
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 (specific outcomes and how they will be measured)		Success criteria
A.	Ensure that gaps are identified by teaching staff, and that progress is accelerated within the classroom and VLE.	1. Quality of VLE 2. Data collection 3. Outcomes 4. Schemes for learning
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	1. Outcomes 2. Data collection 3. Wellbeing – feeling supported academically
C.	Ensure that learners requiring intervention which is over and above the responsibility of the classroom teacher receive additional support	1. Excellence centre 2. Intervention plans 3. Employment of external tutors 4. Purchase of ICT

5. Planned expenditure

Academic year

2020/21

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?
Additional groups in KS3. Move from 8 classes in each year group to 9 classes. Approx ½ teacher required. (most of which is absorbed by staff underload) Approx £5,000	Smaller groupings to allow teachers to focus on fewer students at one time. Built in flexibility around intervention and tutoring.	Smaller groups will allow for more focussed assessment and responsive teaching (re-teaching/adapting teaching in response to assessment).	Timetable adapted and prepared well in advance of roll over to allow for well-thought out groupings and teacher allocation	DHH/JSU	End of academic year 2021-22.
Purchase of laptop trolley for Y10 Excellence centre Approx £10,600	To allow those withdrawn from timetabled lessons to have full access to the virtual school and online learning for their subjects.	Small group intervention for students who are highly vulnerable. Access to the planned curriculum is necessary for success.	Laptops purchased and set up by IT dept. Staff in excellence centre trained in using Teams and DocsPlus.	JSU/IT Dept.	Review usage and redistribute to departments if necessary.

ii. The use of external providers to provide intervention

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Y10 Tutoring 100 students £61.25 per head for 15 hours Connex Education Y9 Tutoring 100 students £61.25 per head for 15 hours Connex Education Total: £12,250	To accelerate the progress in key subjects. Subject focus will be selected based on end of year assessment data. Maths English Science Geography/History	To provide as many students as possible the opportunity for small group tutoring to support with their catch up in specific subjects. According to the EEF small group tutoring is effective in boosting progress.	Work directly with the providers to ensure they understand our aims. Organise the cohorts in advance and inform students and parents in good time. Use the assessment data to select the right students for the right subject cohorts. Monitor engagement by working closely with the provider to check registers. Check effectiveness with student voice and assessment data in autumn term.	JSU/MMR/KMA	Student voice after first 5 hours. Autumn term data collection.
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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?
Extension of contract for manager of Y10 Excellence Centre for one more academic year. £15,000	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/MMR	Termly

Total £42,850 spent of £41502 (£44400 minus £2898 overflow from first payment) Overflow to next payment = £1,348					
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Additional information:

The payments are linked to census and arrive in three separate instalments. This is the spending for the second payment (approx. 2/3 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