

## Catch Up Premium

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support Year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2. This is defined as a national scaled score of less than 100 in both reading and maths.

Academies receiving the funding must publish details of how they spend the funding and the effect it has had on the attainment of those pupils who attract it. This includes:

- How much catch-up premium allocation was received for the **current financial year**
- The school's plans for spending the allocation
- How the previous year's allocation was spent
- How the spending made a difference to the attainment of pupils who attracted the premium **and** how you assessed the effect it had

Please find the relevant information for Thomas Clarkson Academy below.

### Catch-up Premium Allocation

Thomas Clarkson Academy will not receive any catch-up premium funding to support students that had not met the expected standard at Key Stage 2 to ensure they catch up and make accelerated progress. This is due to the National Catch up Fund initiative replacing this funding for 2020/21.

In 2020/21, 53 students (20%) of our Year 7 cohort had teacher assessments of not meeting expected standards in both reading and maths. Due to there not being a catch-up premium fund this year, we will ensure that these strategies which have proven to be successful are funded using the National Catch-up funding. As well as ensuring that Year 7 students are able to 'catch up', this funding extends to other year groups, helping to ensure any student who has fallen behind due to the lockdown is able to access support to 'catch up'.

### Catch-up Premium Spending plans 2020-2021

Based on our review of spending in 2019-2020, Thomas Clarkson Academy is planning to allocate some of its National Catch-up funding to support the following areas:

**Maths:**

<b>Strategy</b>	<b>Chosen action/approach</b>	<b>Rationale</b>	<b>Ensuring effectiveness of implementation</b>
Mathswatch	Annual subscription to Mathswatch online maths skills programme.	Regular use of core skills important to ensure understanding develops. Supporting through an online platform engages students. Platform adapts to use of students to ensure challenge.	Maths KS3 Lead, Vice Principal Outcomes
Teaching Assistant support	Identified students work in tutor time on rolling programme of short support sessions during registration.	Raises profile of importance of core skills (maths), builds confidence and provides close support for students less confident with numeracy.	RSL Year 7, Maths KS3 Lead, Vice Principal Outcomes
Focussed Teaching	Small groups for low-ability lessons.	Additional class in maths funded to allow for smaller group teaching to weakest students.	Subject Lead – Maths, Maths KS3 Lead.
Fund HLTA Maths	Continue to support funding HLTA appointed in 2018 to support Y7 students.	To better meet needs of students and develop capacity across maths team, HLTA to continue to be funded.	SL Maths, Maths KS3 Lead.
Pearson Scheme of Learning	Subscription and resources purchased – with specific resources for less able students.	Procuring Key Stage course from Pearsons ensured maths had appropriate scheme of learning in place. It met the needs of the maths team at TCA by providing a range of resources differentiated by ability, suitable for students at lower end, as well as stretch tasks.	SL Maths, Maths KS3 Lead

Teaching Resources	Physical resources to aid learning for low-ability learners (kinaesthetic).	Resources procured to support teaching and explanation of key concepts physically as well as in written form. By broadening resources available for staff to support a range of learning styles lessons better match students' needs.	SL Maths, Maths KS3 Lead
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**English:**

Strategy	Chosen action/approach	Rationale	Ensuring effectiveness of implementation
Accelerated Reader – subscription	Accelerated Reader supports and tracks development of reading and reading comprehension by guiding students' reading and then testing them on their understanding of what they have read.	Accelerated Reader allows for a systematic approach to developing reading comprehension and allows for easy access to books from our Library. Crucially it supports students' progression onto more challenging texts. Reports allow for identification of students' progress.	Literacy Coordinator, Vice Principal Outcomes
Focussed Teaching	Small groups for low-ability lessons	Additional class in English funded to allow for smaller group teaching to weakest students	Subject Lead – English, English KS3 Lead
TLR - promote and improve literacy skills	TLR payment in place to develop literacy at KS3.	Literacy is a crucial element of school improvement at TCA and central to students who need to 'catch up'. This is within English but also across the curriculum.	Vice Principal Outcomes
TLR -	TLR payment in place to develop	Appropriate teaching differentiated for students –	Subject Lead –

promote and improve teaching and learning in KS3	teaching and learning (in English) at KS3.	specifically in this case lower ability in English – is key intervention for targeted students. Development and promotion of best practice specifically with our younger students eligible for this funding supported by this targeted TLR.	English, English KS3 Lead
Resource Procurement – supporting access	Purchase resources supporting students not yet at expected level in accessing key texts.	Weaker students need support to access key texts and develop ability to access resources allowing them to catch up and access curriculum in line with peers.	Subject Lead – English, English KS3 Lead
Focussed Literacy programme – Bedrock Learning	Purchase subscription for Bedrock Learning – online vocabulary development.	Developing vocabulary is crucial for students who have not got the broad vocabulary required to access age-related curriculum expectation. Bedrock Learning is an online platform accessible via any internet-enabled device, including mobile phones, that supports and promotes vocabulary.	Literacy Coordinator, Vice Principal Outcomes

### Catch-up Premium Spending 2019-2020: Review

#### Maths:

Strategy	Chosen action/ approach	Rationale	Ensuring effectiveness of implementation	Review	Continue in 2020/21?
Mathswatch	Annual subscription to Mathswatch online maths skills	Regular use of core skills important to ensure understanding develops. Supporting through an online platform engages	Maths KS3 Lead, Vice Principal Outcomes	Usage varied between classes linked to regularity of monitoring. When used, it had a positive impact engaging students who didn't like more traditional paper based homework/support sheets.	Yes

	programme	students. Platform adapts to use of students to ensure challenge.			
Teaching Assistant support	Identified students work in tutor time on rolling programme of short support sessions during registration	Raises profile of importance of core skills (maths), builds confidence and provides close support for students less confident with numeracy	RSL Year 7, Maths KS3 Lead, Vice Principal Outcomes	Initial roll out was effective but needs to be continued with frequency adapted based upon progress to ensure impact focusses on students making less progress.	Yes – with more regular impact review and subsequently adaptive support
Focussed Teaching	Small groups for low-ability lessons	Additional class in maths funded to allow for smaller group teaching to weakest students	Subject Lead – Maths, Maths KS3 Lead.	This is a key support for students at TCA. Staff to student ratio allows for focussed, in-depth, and more personalised teaching specifically meeting individual needs.	Yes
HLTA appointment	New HLTA appointed to support Y7 students	To better meet needs of students and develop capacity across the maths team, the HLTA to be appointed.	SL Maths, Maths KS3 Lead	Appointment made and HLTA used extensively to support Accelerated Learning group.	No additional HLTA appointment to be made, but continue to utilise this member of staff to support ALG.
Pearson Scheme of Learning	Subscription and resources purchased – with specific	Procuring Key Stage course from Pearsons ensured maths had appropriate scheme of	SL Maths, Maths KS3 Lead	Initial procurement successful in providing core resources. Over course of year these have been further adapted by maths team	Yes

	resources for less able students	learning in place. It met the needs of the maths team at TCA by providing a range of resources differentiated by ability, suitable for students at lower end, as well as stretch tasks.		and brought into line with school assessment.	
Teaching Resources	Physical resources to aid learning for low-ability learners, (kinaesthetic)	Resources procured to support teaching and explanation of key concepts physically as well as in written form. By broadening resources available for staff to support a range of learning styles lessons better match students' needs	SL Maths, Maths KS3 Lead	Continuing development of maths resources led to improved differentiation in classes with less able students. Best practice needs to be shared across maths team to broaden use and subsequently effectiveness	Yes

**English:**

Strategy	Chosen action/ approach	Rationale	Ensuring effectiveness of implementation	Review	Continue in 2020-2021?
Accelerated Reader – subscription	Accelerated Reader supports and tracks development of reading and reading comprehension by guiding students’ reading and then testing them on their understanding of what they have read.	Accelerated Reader allows for a systematic approach to developing reading comprehension and allows for easy access to books from our library. Crucially it supports students’ progression onto more challenging texts. Reports allow for identification of students’ progress	Literacy Coordinator, Vice Principal Outcomes	Accelerated Reader has been developed over the year and now forms a core part of the English curriculum with subscription and curriculum time given to it. Guided access to our library is crucially important for our context serving an area of severe deprivation.	Yes - Next steps are to further develop best practice to ensure staff consistently make use of its potential. This year the tutor team for Years 7, 8 and 9 are to develop their use of the scheme to support the English team and students that need the most support. Expand into Year 9
Focussed Teaching	Small groups for low-ability lessons	Additional class in English funded to allow for smaller group teaching to weakest students.	Subject Lead – English, English KS3 Lead	This is a key support for students at TCA. Staff to student ratio allows for focussed, in-depth, and more personalised teaching specifically meeting individual needs.	Yes

TLR - promote and improve literacy skills	TLR payment in place to develop literacy at KS3	Literacy is a crucial element of school improvement at TCA and central to students who need to 'catch up'. This is within English but also across the curriculum.	Vice Principal Outcomes	Whole school INSET delivered by TLR and literacy embedded into Teaching and Learning via changes to schemes of learning.	Yes – initial developments have raised status of literacy, supporting weaker students accessing the curriculum, improving their subject vocabulary and exposure to a wider range of vocabulary and literacy, which has fed back into English.
TLR - promote and improve teaching and learning in KS3	TLR payment in place to develop teaching and learning (in English) at KS3	Appropriate teaching differentiated for students – specifically in this case lower ability in English – is key intervention for targeted students. Development and promotion of best practice specifically with our younger students eligible for this funding supported by this targeted TLR.	Subject Lead – English, English KS3 Lead	Development of Schemes of Learning at Key Stage used as best practice across school. Setting appropriate, challenging work with suitable support, in line with whole school KS3 assessment framework has been central to positive progress of 'catch-up funding' students.	Yes – Further developing teaching and learning in English.
Resource Procurement	Purchase resources	Weaker students need support to access key	Subject Lead – English, English	The ability of staff to access prepared resources allowed for	Yes – whole class reading books

– supporting access	supporting students not yet at expected level in accessing key texts.	texts and develop ability to access resources allowing them to catch up and access curriculum in line with peers	KS3 Lead.	greater focus on pedagogy over resource creation, improving the learning experience of students	purchased for 'reciprocal reading' during tutor time. This will now be monitored by the literacy coordinator and the VP Outcomes.
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### Catch-up Premium Spending 2019-2020: Impact

To assess the impact of the additional funding we look at the relative progress of the identified students.

At Thomas Clarkson Academy we set GCSE targets for our students in line with national outcomes and judge progress towards meeting these targets.

Each student is given a progress grade for each subject:

<b>Progress Grade Descriptor</b>	<b>Explanation</b>
Exceptional	Working at a level significantly above target – should achieve GCSE grade above target
Good	Working above expectations – may well achieve GCSE grade above target
Expected	Working in line with expectations – should achieve GCSE target
Less than expected	Working below expectations – unlikely to meet GCSE target

**Catch-up Premium outcomes 2019-2020 (this data was captured December 2019. Due to Covid, there was no opportunity to capture further data to measure progress)**

<b>English progress</b>	<b>Count</b>	<b>%</b>
Exceptional		
Good	2	5%
Expected	33	83%
Less than expected	5	12%
<b>Maths progress</b>	<b>Count</b>	<b>%</b>
Exceptional		
Good	20	50%
Expected	18	45%
Less than expected	1	2.5%