THE CONSORTIUM
ACADEMY TRUST

Catch Up Premium Strategy Statement

The Coronavirus Pandemic has placed children and young people in unprecedented times with significant periods of lost teaching. We must be aware that the impact of lost teaching will be felt for a number of years to come within education.

In a support to address the legacy of lost teaching, the Government has allocated a one-off payment to all schools and academies to ensure that support can be offered to learners in the school environment to move forward and accelerate progress, maximising opportunity to succeed in their academic studies.

This single funding total allocated to each academy will be spent in the most appropriate way for individual learners, cohorts and circumstance to deliver a bespoke package of support relevant to each individual academy.

The impact of the funding available to each academy will be reflected in the sustained academic performance over the coming years. Local Governing Boards will hold Headteachers and Senior Leaders to account for the impact of their strategy.

School overview

Metric	Data
Academy Name	Wolfreton School and Sixth Form College
Learners on roll	1510 (Y7 – 13)
Proportion of disadvantaged pupils	15.2 % (229 learners)
Proportion of SEND learners	16.2% (244 learners)
Total Catch Up Premium allocated	£107, 520
Strategy Published date	October 2020
Review dates	Half termly
Catch Up Premium lead	Lauren Warnett
Governor lead	Richard Whitlam

Good Teaching priorities – strategies identified to maximise good teaching to move learners forward

Measure	Activity	
Priority 1 Improve Teaching and Learning	• To enable delivery that supports an increased emphasis on modelling, low stakes testing and retrieval practice of key knowledge identified in the ambitious curriculum through the purchase of visualisers and embedding their use in teaching	
	• Engage learners in use of GCSE Pod	
Projected spending	£10 000	

Targeted academic support – strategies identified for individual or cohorts of learners where additional support is required

Measure	Activity	
Priority 2 Raise GCSE outcomes (Y11) and Expected Attainment grades at the end of Y10 and Y9: Maths, English Science, MFL	• 3:1 tutoring in Maths for learners where the greatest gaps are identified in Years 9 – 11 (My Tutor) • 3:1 tutoring in English for learners where the greatest gaps are identified in Years 9 – 11 (Pearson) • 3:1 tutoring in Geography and History for learner where the greatest gaps are identified in Years 10 – 11 (YipiYap) • Use of subject specific apps e.g. Tassomai for Science • Use of Vocab Express with KS3 and KS4 for languages	
Priority 3 Increased reading age at the end of the programme for targeted group.	• Use of Lexia with Y7 and Y8 students • Purchase of books to support reading in English and via tutor time • Purchase of NGRT Tests to measure progress in reading ages	
Priority 4 Re-engagement of Y9 learners and raising aspirations for University	• 12 students in Y9 to take part in the "Brilliant Club"	
Projected spending	£32 112	

Wider strategies for support – many learners will benefit from wider strategies to enable them to access learning and additional academic support

Measure	Activity	
Priority 5 Access to online provision - online learning packages (e.g. SAM Learning, GCSE Pod, PiXL apps) show increased engagement by target group.	• Tablet (60) purchase to support access to online learning resources for home learning and in the event of a local lockdown. • Laptop (60) purchase to support access to online learning resources for home learning and during lockdown. • WiFi Dongles x 11 @ £27/mth plus one off £51 fee for device	
Priority 6 Develop study skills and improve confidence levels by targeted group.	• To develop and lead a structured programme for Year 11 learners to support the teaching and development of study skills to impact on learner confidence.	
	• Study skills support – funding to recruit and secure continued attendance of targeted learners at twilight or holiday study skills in addition to standard revision / intervention programme.	
Priority 7 Improvements in attendance and behaviour data for targeted learners with identified SEMH needs.	• Wellbeing support to improve attendance – use of external agencies such as MIND	
Projected spending	Estimated £58 731	

Review: Aims and outcomes 2020/21

Aim	Outcome
Teaching and Learning	Engagement in use of visualisers to support teaching and learning.
Academic Support	Engagement of students in the NTP programme. Increases in reading ages.
Wider Strategies	Engagement in use of school apps. Engagement in online learning. Good attendance and behaviour.

Access to National Tutoring Programmes to supplement in school strategy

Strategy	Rationale
5-16 National Tutoring Programme	The academy has registered an interest in the NTP Tutoring Programme. Tutors would provide additional Catch Up tutoring for identified learners in English and maths and potentially geography, history and science. The academy has experience of providing small group intervention through previous use of English and Maths Making Good Progress lessons internally; this experience alongside the EFF Best Practice will be used to structure the programme. N.B. The academy intends to access further provision from My Tutor. This may supersede the NTP.
16-19 Fund	The academy is already registered for the 16-19 Fund through which any additional funding will come. The intention in the first instance is to use any additional funding to fund laptops for disadvantaged learners to enable access to online blended learning in the event of a local lockdown.
Academic Mentors	The academy has registered an interest in the NTP Academic Mentoring Programme, however we have been informed that we are not eligible as we do not meet the criteria needed. As a truly comprehensive academy, we have a number of disadvantaged learners who would benefit from the support that an academic mentoring programme would bring. The impact of the academy's in-house Pupil Premium Mentors is evident in terms of supporting confidence, attendance and belief in the value of education. This model does not have the capacity to provide the intensive support individual disadvantaged learners would benefit from at this time, and we may explore the use of Yipiyap tutors who are also hoping to be partnered with the NTP programme to supply in school mentors.
Reception Early Language Programme	N/A