

CATCH-UP PREMIUM – STATUTORY INFORMATION

Catch-up premium is additional funding provided by the Department for Education to support those children who did not achieve the expected levels in English and Maths at the end of primary school to 'catch up' with other pupils in their age group. The amount of Catch-Up Premium received by Airedale Academy during the 2014-15 financial year was £18,000. In 2015-16, the school has received £26,500.

The Catch-Up Premium has been spent in a way which aims to directly support those young people who are not joining the academy at the level they should be in English and/or Maths. The Academy has used the Sutton Trust/EEF toolkit on effective interventions to determine where the catch-up premium would be spent most effectively. The areas we have focused on are:

- Use of digital technology
- Literacy development
- Effective leadership
- After school programmes/activities
- Homework
- Small group tuition
- Phonics
- Feedback
- Behaviour interventions
- One-to-one tuition
- Parental involvement
- Rewarding success/effort - increasing motivation
- Reducing class sizes

We have done this through a range of activities including:

- Focusing on providing feedback, checking understanding and assessing progress made by pupils to identify the need for and to support other interventions
- Implemented extended learning projects in subjects for pupils to complete outside school to encourage parental involvement and engagement in learning
- Continuing to develop reading schemes and using technology such as Kindles/iPads to encourage/develop reading
- Delivering training to staff on phonics
- Running catch-up sessions and after-school drop-ins
- Purchasing books to encourage enjoyment of reading
- Supporting students with challenging behaviour which is providing a barrier to learning through delivery of intervention programmes
- Promoting and rewarding good attendance, behaviour and achievement
- Provision of additional staff for intervention groups in English and Maths

We intend to focus on similar areas and activities in 2016-17, as these have had impact and proven good value for money.

English: From the 36 pupils who were not at level 4 in English at the start of Y7, 11 (30.5%) were achieving a level 4 by the middle of Y7 (February data collection). At Airedale Academy we have the very aspirational target of pupils making 3 sub levels of progress in a year, which 13.8% of Year

7 pupils were already achieving by the middle of Year 7. This shows accelerated progress for this cohort and can be linked to interventions in place within the department.

Last academic year, from the 17 students beginning the year below L4, 64% achieved L4 by the end of Year 7. This is attributable to a number of strategies but particularly the small class sizes, Lexia Phonics work, Accelerated Reading and small group intervention.

When looking at the impact of Lexia alone, 88% of Lexia pupils have increased their reading age (when tested using Salford Tests, as per Literacy intervention policy). 100% of pupils making progress have increased their reading age by 6 or more months, in 3 months of usage. 50% of those on Lexia have improved to 11+ years - as such these pupils have been removed from the programme and given a celebratory letter, making room for new pupils to be added to the next cohort.

Maths: Of the 28 pupils below a level 4 on entry, 23 (82%) are now at level 4. In addition, 25 pupils have made 2 sub levels of progress (89%) and 14 pupils (50%) made 3 or more sub levels of progress. This is incredibly pleasing and shows these pupils are making good progress as a result of the funding and interventions in place.