

Catch-Up Premium Spending | Bristol Brunel Academy | Academic Year 2017-2018

Percent of Brunel students entering with KS2 levels below the expected standard:

- Year 7 = 46 students (20%)

Total Catch-up Premium Funding 2016-2017: **£23,080**

This funding is used to support staffing costs which allows us to provide additional intervention as detailed to students starting at Bristol Brunel Academy with KS2 levels below the national expected standard in Literacy and Numeracy. Funding required above the £23,080 of Catch-up funding is taken from Pupil Premium funding and used specifically to target crossover students.

Area of Spend	Cost	Catch-up Portion	Description of Intervention *where identified by Sutton Trust/Hattie	Intended Outcomes	How impact is to be measured	Impact of the intervention (Autumn 2018)
Literacy TA, English teachers and Primary specialist	£19,000	£12,000	Smaller Class Sizes and increased intervention, improved teacher continuity and a greater core subject resource to support all "non-moving" students and secure greater levels of expected progress. Sutton Trust: Small group tuition +4 months, reduced class size +3 months, One-to-One Tuition +5 months	Students entering below the national expected levels will accelerate. Performance will fall in line with their peers. Better access to the curriculum.	Tracking and regular monitoring of students receiving intervention.	After 6 months, more than half had made more than a year's progress in reading age, and 40% of students had made 2 or more years progress in their reading age. In KS3, the overwhelming majority of students made significant improvement in spelling, and reading comprehension.
Numeracy TA, Maths teachers and Primary specialist	£19,000	£12,000	Smaller Class Sizes and increased intervention, improved teacher continuity and a greater core subject resource to support all "non-moving" students and secure greater levels of expected progress. Sutton Trust: Small group tuition +4 months, reduced class size +3 months, One-to-One Tuition +5 months	Students entering below the national expected levels will accelerate. Performance will fall in line with their peers. Better access to the curriculum.	Tracking and regular monitoring of students receiving intervention.	PP Hub intervention data shows that progress has been good, with an average improvement in KS4 of approximately 2 sub-levels' per student. 9/11 students in KS3 Maths improved in basic numeracy. Delivery was assessed as being consistently outstanding.

Reading Recovery Methods	£1500	£300	Specialist staffing for students with very low reading ages in one-to-one and small group reading recovery sessions Sutton Trust: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months	Students make good reading progress in Year 7, close gaps and to support students to transition into the Academy. Students with lower than expected literacy levels to feel success and go on to achieve good levels of progress in English and other subjects.	Levels of English progress achieved in Year 7, closing gap between outcomes of Catch-Up students and non-CatchUp. Greater student confidence & self-esteem.	Read Write Inc: Useful as both a diagnostic and a therapeutic tool. 7 out of 9 students improved in spelling, and in reading comprehension. Switch-on Reading: 3 out of 4 students improved their reading age by more than 2 years on this 12 week program
Accelerated Reader and Lexia	£4000	£700	Year 7 students with reading ages below their chronological age are placed on the Accelerated Reader programme. In 2016-17, this will be targeted to students who specifically start the academy with reading ages and/or literacy levels below expected. Sutton Trust: Reading Comprehension Strategies +5 months	Students make good reading progress in Year 7, close gaps and to support students to transition into the Academy. Students with low literacy levels to feel success and go on to achieve good levels of progress in English and other subjects.	Numbers of low attaining students making expected and good levels of progress in English at KS3. Reading ages data. Greater student enjoyment of reading – student voice.	Interventions had significant impact (more than 80% of students improved in spelling, and reading comprehension)