



## Catch Up Impact Statement – Academic Year 2019 - 2020

### Overview

- The Academy receives £11,665 Catch Up Premium.

### Profile of Cohort 2019-2020

	Year 7 number of students	Year 8 number of students
Low Prior Attainers (LPA) English and Maths	21	21
Low Prior Attainers (LPA) English	38	30
Low Prior Attainers (LPA) Maths	34	33

In year 7, 21 students (11.6%) entered the Academy with a KS2 scaled score in Reading and Maths Below Expected. 119 students (66.1%) entered with a KS2 scaled score in Reading and Maths at Expected or Above Expected. 7 students (3.8%) entered the Academy without a KS2 scaled score in Reading and Maths. 5 of these 7 students are EAL learners and 1 has an EHCP.

In year 8, 21 students (14%) entered the Academy with a KS2 scaled score in Reading and Maths Below Expected. 101 students (67.3%) entered with a KS2 scaled score in Reading and Maths at Expected or Above Expected. 7 students (4.6%) entered the Academy without a KS2 scaled score in Reading and Maths. 1 of these 5 students has an EHCP.

## **Literacy**

In Year 7, 38 students (21.1%) entered the Academy with a KS2 scaled score in Reading below expected. 133 students (73.8%) entered the Academy with a KS2 scaled score in Reading at Expected or above. 9 students (5%) entered the Academy without a KS2 scaled score in Reading. 7 of these 9 students are EAL learners and 1 has an EHCP.

In Year 8, 30 students (20%) entered the Academy with a KS2 scaled score in Reading below expected. 113 students (75.3%) entered the Academy with a KS2 scaled score in Reading at Expected or above. 7 students (4.6%) entered the Academy without a KS2 scaled score in Reading. 1 of these 7 students has an EHCP.

## **Numeracy - Year 7**

In Year 7, 34 students (18.8%) entered the Academy with a KS2 scaled score in Maths below expected. 138 students (76.6%) entered the Academy with a KS2 scaled score in Maths at Expected or above. 8 students (4.4%) entered the Academy without a KS2 scaled score in Maths. 5 of these 8 students are EAL learners and 2 have an EHCP.

In Year 8, 33 students (22%) entered the Academy with a KS2 scaled score in Maths below expected. 110 students (73.3%) entered the Academy with a KS2 scaled score in Maths at Expected or above. 7 students (4.6%) entered the Academy without a KS2 scaled score in Reading. 1 of these 7 students has an EHCP.

## **Catch Up Strategy and Evaluation of Impact - Academic Year 2019-2020**

Detailed below is Bolder Academy's strategy for the Catch Up Premium spend in the academic year 2019- 2020. The table identifies the activity cost, expected outcome as well as the Education Endowment Trust (EEF) analysis of such activities and interventions. The analysis from the EEF indicates how strong the evidence is to indicate that the activity is impactful.

1 is the lowest score and 5 is the highest. The indicator also shows how many months progress a student is likely to make if they

participate in the activity.

Activities	Cost	EEF Indicator - Evidence and Months	Expected outcome at start of academic year 2019 - 2020
<b>Secure across the Academy, high quality of Teaching, Learning and Assessment</b>			
TLR Role - Lead Practitioner – Whole School Literacy	£1,926	2/5 8 Months	Lead Practitioner employed to lead whole school literacy plus coordinate and lead on literacy interventions.
Additional staffing to enabling team teaching in Maths and intervention.	£5,739	3/5 8 months	The Maths curriculum intervention programme at Bolder is high quality and suits the needs of its learners. It supports learners to achieve at least good outcomes and make excellent progress. The programme is delivered by a teaching member of staff.
Partial contribution to the set-up of and implementation of Accelerated Reading programmes.	£4000	3/5 8 months	By establishing Accelerated Reader, students love of reading will be promoted and regular tracking will take place to enable interventions to be timely and effective.