

Catch up Statement 2019-2020

What is Catch Up Premium?

Catch Up Premium is additional funding that is provided to schools to support Year 7 students who were significantly below their peers in their Key Stage 2 SAT data in Reading and/or Maths. Its purpose is to boost students' Literacy and/or Numeracy skills with a target of 'catching up' with their peers. We were allocated £18 999 in March 2019 for the 2018-2019 cohort and received £20 767 March 2020.

Criteria	Number of students
Number of Year 7 students who did not achieve at least a scaled score of 100 in reading and mathematics at Key Stage 2	28
Number of Year 7 students who did not achieve at least a scaled score of 100 in reading	52
Number of Year 7 students who did not achieve at least a scaled score of 100 in maths	42

Key Performance Indicators

Measure	2019	
	GSHS	National
No. of pupils eligible for KS2	373	n/a
% with data	99.5	n/a
Reading % achieved	86	73
Reading % achieving high score	57	27
Maths % achieved	89	79
Maths % achieving high score	57	27
GP&S % achieved	89	78
GP&S % achieving high score	59	36
Average score Reading	106	104
Average score GPVS	107	106
Average score Maths	107	105

Rationale

KPI's indicate much higher percentages of students meeting the required standard in Reading and/or Maths than the national data. Due to the size of the cohort there is still a significant number of students failing. Reading skills, including the ability to make inferences from text and justify inferences with evidence from text underpin successful learning across the curriculum. As do numeracy skills. It is therefore essential that we develop these skills and close the gap as quickly as possible to improve pupils' life chances.

What are our key objectives?

Quality First Teaching - Outstanding progress comes out of high quality teaching and learning on a day to day basis, where teachers plan and deliver consistently good to outstanding lessons based on the different starting points of pupils, consequently our major focus, is to continue to develop the capacity and skills of all our staff. In order to facilitate this we have 60 staff taking part in the transforming teacher programme this academic year.

Creating a Reading Culture – Evidence suggests that learners who read for enjoyment are setting themselves up for success, not only in Education, but also in life. Reading allows learners to develop their language skills, develop a broader vocabulary, and increase general knowledge and a better understanding of other cultures. To support and create a reading culture, we use the accelerated reader programme in year 7 and 8. We also model reading, in a 20 minute form period each week form tutors read aloud from an age-appropriate text.

Personalised Learning – Each learner is an individual with their own needs. Our aim is to ensure we identify the specific needs of individual learners, and subsequently design a programme committed to meeting the needs of these pupils. There will be a strong focus on Early Intervention and small group support to those students needing further support to diminish the gap.

Our specific objectives for the use of Catch Up Premium funding are as follows:

Outstanding progress: to ensure pupils in receipt of the catch up premium make progress in line with all pupils nationally

Full curriculum access: to ensure pupils become increasingly literate and numerate in order to access and succeed across the whole curriculum

Breadth of experience: to ensure pupils experience a wide range of literacy and numeracy activities across their full curriculum

Specific Aims for Diminishing the Difference in Progress for Pupils in receipt of catch-up

Ensure a full programme of curriculum, pedagogical and transition is in place for catch up premium pupils from KS2 to KS3.

Ensure that assessment across the curriculum is robust and effectively used to monitor and promote pupil progress

Introduce a programme of intervention to enable catch up in both English and Maths.

Continue to stock the library with accessible material for all readers.

Objective 1 Quality First Teaching							
Actions	Reasons for the Approach	Who	When	QA	Cost	Success Criteria	Impact
<p>Transforming Teacher programme to be delivered through CPD – this will help improve the standard of teaching across the school</p> <p>67 staff from across a range of subjects selected to take part</p> <p>Whole staff CPD on QFT</p> <p>Introduction of tier 2&3 vocabulary in year 7 and 8 knowledge organisers for all students</p>	<p>Teacher efficacy and clarity of instruction according to Hattie are factors that have the greatest impact on student progress.</p>	GB	Sept 19 on	SLT	£10 000	<p>Learning walks and lesson observations to show an improved number of staff meeting or exceeding the teaching standards</p> <p>Staff participate in regular, high quality CPD according to calendared training schedule</p> <p>Increased pupil engagement in lessons</p>	<p>Teacher responses to an evaluative questionnaire clearly demonstrate teachers' perception that the areas focused on are impacting positively on their practice.</p> <p>Units of work across the school have been written using the principles of instruction. This has led to increased consistency of delivery.</p> <p>Tier 2 & 3 vocab is now embedded into units of work and are taught explicitly in lessons</p> <p>Knowledge organisers rolled into year 9 and tier 2 vocab into year 10 and 11, it is too early to evaluate quantifiably the impact of this</p> <p>Next Steps TTP will continue in 2020-2021 and further TEDS trained to ensure Evaluate the impact of tier 2 and 3 vocab Evaluate the impact of TTP on teaching quality</p>
<p>Improve quality of feedback through used of shared, consistent strategy</p>	<p>Research from the EEF shows that effective feedback has Very high impact for very low cost when matched closely to student needs.</p> <p>EEF rating + 8 months</p>	FB	Sept 19 on	SLT	£1000	<p>All staff to provide feedback in line with the whole school policy</p> <p>All students to be provided with clear areas of www/ebi</p> <p>Students respond to written feedback and that this enables students to make progress</p>	<p>whole school marking policy updated</p> <p>Book scrutiny and learning walks indicate that written feedback frequency, quality and DIRT have all improved</p> <p>Student voice indicates that students understand the purpose of marking and feedback and find this useful (see marking & feedback statement March 2020)</p>
<p>Develop meta-cognition and self-regulation skills as parts of the skills 4 success curriculum</p>	<p>The ability for students to understand how they learn most effectively helps students not only diminish the difference but supports</p>	SBA	Sept 19 on	CLK	£1000	<p>Year 7 scheme of learning in place for skills 4 success curriculum</p> <p>Year 8 scheme of learning planned</p>	<p>Skills for success yr 7 curriculum devised</p> <p>Students are regularly and confidently using knowledge organisers</p> <p>Next Steps</p>

	life-long learning. EEF rating = 8 months						Embed Skills 4 success into the PDR curriculum
Objective 2							
Developing reading culture							
Actions	Reasons for the Approach	Who	When	QA	Cost	Success Criteria	Impact
<p>Continue to use accelerated reader in year 7</p> <p>Introduce accelerated reader in year 8</p> <p>All students to take part in one timetabled accelerated reading lesson per fortnight supported by two 20 minutes slots per week in form time for independent reading</p> <p>Staff to model reading aloud to form groups</p> <p>Staff model good reading habits by sharing what they are currently reading</p> <p>Weekly reading club run by LRC assistant</p>	<p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge. EEF Rating: + 5 months</p> <p>Research from Durham University on behalf of EEF concludes:</p> <ol style="list-style-type: none"> 1. Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. 2. A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation. 	LAD/NLF	Sept 19 on	GB	<p>£4900 AR per year</p> <p>£3885 library assistant costs to support students using AR</p>	<p>Ensure that the LRC has sufficient stock of AR books</p> <p>All students in year 7 have completed an LRC induction programmes</p> <p>All students in year 7 and 8 to have an AR lesson led by a qualified English teacher and a Library assistant per fortnight</p> <p>AR shows improvement in reading age scores of students in yr 7 and 8</p> <p>Visual evidence of staff reading and discussing reading with pupils</p> <p>Enrichment opportunities in place to promote reading culture: World Book Day, author visits</p>	<p>Reading is now modelled by form tutors to engage students with reading</p> <p>DEAR has been introduced successfully to year 7 & 8</p> <p>Literary festival took place with visiting authors, and a number of events targeted at students in multiple year groups</p> <p>All students in year 7 & 8 take part in AR</p> <p>Units of work have reading activities identified within them</p> <p>Staff and students are aware of the emphasis the school places on reading</p> <p>Thinking Reading audit and training delivered</p> <p>Next Steps Due to COVID restrictions summer term AR tests were unable to go ahead. These will be completed in Autumn 2020 to assess impact.</p> <p>Continue with AR, DEAR, Group reading during PDR, literary festival etc</p> <p>Continue with the thinking reading programme</p>

Introduction of Drop Everything and Read for one hour a week for Year 7&8							
Literary Festival to celebrate and promote reading							

Objective 3 Personalised Learning – Numeracy Development

Actions	Reasons for the Approach	Who	When	QA	Cost	Success Criteria	Impact
<p>maths teachers to incorporate suggested strategies and use differentiation strategies for catch up pupils in their class/es</p> <p>Deliver additional numeracy catch up intervention to pupils with a scaled score below 100</p> <p>Invest in resources to support catch up pupils in maths</p>	<p>Evidence indicates that one to one / small group tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>EEF Rating: +5month</p>	CS/MGH	Sept 19 onwards	CLK	£1000	<p>Invest in resources to support the weakest learners in maths</p> <p>Identification of learners' (scaled score below 100 in maths) specific needs through QLA and baseline, suggested strategies</p> <p>Robust intervention plans established</p> <p>Capacity developed provide small group intervention</p>	<p>Year 7</p> <p>During term 1 selected students in year 7 with a scale score under 95 were targeted for intervention.</p> <p>A baseline assessment was given to identify areas of concerns then short, sharp boosters each week consisting of 20 mins per group focused purely on these key areas of number.</p> <p>Students at the end of the term 1 did a progress test to review impact, all students showed an improvement in their assessment from September.</p> <p>Term 2- were been picked to work on key geometry skills. The QLA from KS2 has highlighted geometry as an area to look at and with this key topic coming up in the spring term of the curriculum we have put catch up into place. The majority of students showed increased mini assessment scores and had a clearer understanding of the topic in question.</p> <p>Year 8 –</p> <p>Students have worked through catch up booklets in which they had support in working through the questions to close the gap on many various objectives over the term. This has helped improve end of term 1 scores in assessments.</p> <p>Two groups were participating in the RME project, but sue to school closures were unable to complete the final assessment to evaluate impact</p> <p>Next steps</p> <p>Ensure staff are available for intervention delivery during PDR when planning the curriculum/staffing model</p> <p>Identification of learners' (scaled score below 100 in maths) specific needs through QLA and baseline, suggested strategies</p> <p>Robust intervention plans established</p>

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Objective 3 Personalised Learning – Literacy Development

Actions	Reasons for the Approach	Who	When	QA	Cost	Success Criteria	Impact
<p>English teachers to incorporate suggested strategies and use differentiation strategies for catch up pupils in their class/es</p> <p>Deliver additional literacy catch up intervention to pupils with a scaled score below 100</p>	<p>Evidence indicates that one to one / small group tuition can be effective, on average accelerating learning by approximately five additional months' progress. EEF Rating: +5month</p>	NF/LAD/CB	Sept 19 onwards	GB	£1000	<p>Identification of learners' (scaled score below 100 in maths) specific needs through QLA and baseline, suggested strategies</p> <p>Robust intervention plans established</p> <p>Capacity developed to provide small group intervention</p>	<p>Closure of schools means that evidence of impact is incomplete, but all actions were taken</p> <p>Next steps Ensure staff are available for intervention delivery during PDR when planning the curriculum/staffing model Identification of learners' (scaled score below 100 in maths) specific needs through QLA and baseline, suggested strategies Robust intervention plans established</p>

Objective 3 Personalised Learning – SEN support

Actions	Reasons for the Approach	Who	When	QA	Cost	Success Criteria	Impact
<p>Use of IDL to support dyslexic students in all year groups</p>	<p>Schools using IDL report that 26 hours of use results in on average an improvement of 10 months in spelling and reading ages</p>	CW	Sept 19 onwards	CLK/PAM	£500	<p>IDL purchased and installed</p> <p>Identification of learners</p> <p>Robust intervention plans established</p>	<p>Although school closures means impact from the first term and half cannot be judged, IDL data indicates: 1 year progress in R and Sp: 40%</p>

							<p>2 years progress in R and Sp: 20%</p> <p>3 years progress in R and Sp: 20%</p> <p>80% of dyslexic pupils have made progress</p> <p>Next Steps: Continue with IDL intervention</p>
<p>Learning support staff to identify suggested strategies and use differentiation strategies for catch up pupils in pupil passports (where appropriate) and share these with teaching staff</p> <p>To deliver additional support an intervention as appropriate</p>	<p>Evidence indicates that one to one / small group tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>EEF Rating: +5month</p>	CW	Sept 19 onwards	PAM/CLK	£2200	<p>Identification of learners' (scaled score below 100 in maths) specific needs through QLA and baseline, suggested strategies</p> <p>Robust intervention plans established</p>	<p>1 student with maths academic progress and specific teaching interventions identified (based on EHCP requirements and EP reports)</p> <p>% of students no progress against maths target: 19%</p> <p>% of pupils making progress against specific targets: 81%</p> <p>% of students working at secure or above in maths: 40%, compared to 33% at end of last summer term.</p> <p>Next Steps</p> <p>To introduce class charts and provision mapping</p>