



# Catch-up Premium Strategy Statement – Autumn 2019

1. Summary information			
<b>School</b>	Rye College	<b>Date of most recent review</b>	September 2019
<b>Academic Year</b>	2019 – 2020	<b>Total Catch-up Premium Budget</b>	£3,085 (TBC)
<b>Total Number Y7 Students</b>	82 (1 no data)	<b>Number of students eligible for Catch-up premium</b>	37 (45%)

2. Current attainment – Year 7		
SUMMER 2019	School 2019 % (#)	National 2019 %
<b>Students meeting national standard in English (reading)</b>	69.5% (57)	75%
<b>Students not meeting national standard in English (reading)</b>	29.2% (24)	25%
<b>Students meeting national standard in Mathematics</b>	71.9% (59)	79%
<b>Students not meeting national standard in Mathematics</b>	26.8% (22)	21%

3. Planned expenditure			
Academic Year: 2019 – 2020			
Desired outcome	Chosen action or approach	What is the explanation for this choice?	How will you ensure it is implemented well?
Close the reading attainment gap	ReadingWise	Reading interventions generally have a positive effect on students' attitudes to reading. Further, they appear to have a moderate, positive effect on general learning (Education Endowment Foundation). Research demonstrates ReadingWise can boost reading ages by over nine months in just 20 hours.	Initiative led by nominated HLTA. Impact measured by programme. Y7 NC retest.
Close the maths attainment gap	Numeracy Ninjas	An extra hour intervention per week is spent on Numeracy Ninjas, a numeracy intervention programme based on fast recall and retrieval of basic skills, multiplication and division and key skills. This has been very successful and students really enjoy the challenge and the competitiveness. This has helped to spot gaps in learning and helps staff to be aware and to provide support in lesson where these skills are needed. There are worksheets of skills available where students can practice areas that they have struggled in.	Whole faculty strategy. Staff receive training and lessons are quality assured.
Closing the maths and reading gap	Laserssharp	Member of SLT to have strategic oversight of the progress of catch-up premium students in both English and maths, ensuring that all students receive effective intervention.	Laserssharp analysis of outcomes and data analysis
Improve progress in English and Mathematics	Increased allocation of English and Maths for lower ability English and Mathematics	Students are offered an additional one hour English lessons instead of taking French. These groups are provided with bespoke learning to support their progress. In addition, where possible, HLTA and TA support is targeted for these times to allow for wave 2 intervention.  In Maths, the extra hour per week is used to develop and master topics that have been identified. Students in Set 1 and 2 in Years 8 and 9 on the non French side are making better than expected progress because of this. Test scores and QLA show weaknesses and catch up lessons built into the timetable allow gaps to be filled because there is extra time available.	Initiative led by Heads of Faculty. Monitor impact through tracking analysis and HLTA oversight



Support achievement in English and Mathematics classes	Additional Assistance in lower ability English and Mathematics	Students identified as 'catch-up' are supported within English and Mathematics lessons by teaching assistants. Assistants are focused on securing basic literacy and numeracy skills whilst aiding in the differentiation of materials and tasks to improve access to learning. The teaching assistant team has a focus on improving presentation and handwriting.	Tracking of individual students against indicators, supported with the use of a maths specialist TA.
Improve progress in English and Mathematics	Individual and small group interventions led by SEND team	The SEND team run interventions aimed at students identified as 'catch-up', diagnosed with dyslexia or those for whom English is an additional language (EAL). Some students fall into one or several categories. Groups include Numeracy, Literacy and Speech and Language.	Initiative led by SENCo. Tracking of individual students against indicators.
<b>TOTAL BUDGETED COST</b>			<b>*£3,100</b>



4. Review of expenditure				
Previous Academic Year: 2018 – 2019				
Desired outcome	Chosen action or approach	Estimated impact	Lessons learned	Cost
Close the reading attainment gap	ReadingWise	Ten Year 7 students completed the course. Students were given five, twenty-minute slots per week and received on average 7.7 hours. 2 Students failed to complete course, due to behaviour and absence issues. On average, students gained 2.5 reading years as a result of participating: the average starting reading age was 8.0 years and by the completion it was 10.34 years. <i>*The limitation within the program means that the reading age diagnostic will only go up to 11 years.</i>	Identification of suitable students needs to be precise and there needs to be greater sharing of information across the various individuals with responsibility. A platform for relevant colleagues to meet and identify students' individual needs and plan intervention needs establishing. The approach should only be used with Year 7 and low level KS3 students due to design of programme. Regular 20 minute Tutor Time slots should be used for consistency. Work alongside Rye Primary during Terms 5/6 to bring on less able readers.	£900 per year (£1800 two year contract) HLTA (£24 ph) 4 x 20 mins per week = 1 hr 20 min (£32 p.w) (= £2.47 per student p.w £0.62 per session)
Close the maths attainment gap	SAM Learning Catch-up Maths	SAM learning program is being used to provide bespoke and personalised support for students. This is being run at tutor time, led by Maths HLTA  DATA TO FOLLOW	Programme highlighted gaps in prior knowledge impacting on accessibility. Due to a lack of staff availability at tutor time, this will not be running in 2019-20	£1000 per year
Close the maths attainment gap	Numeracy Ninjas	Impact is mixed due to the variation in the way this strategy was implemented in the maths department.	Training has been undertaken in the maths department to ensure the use of this strategy is both more consistent and effective across the department. This strategy is also useful for CUP students in year 8.	£1000 per year
Improve progress in English and Mathematics	Smaller classes for lower ability English and Mathematics	Staffing instability, especially within English, undermined flexibility to achieve this ambition. However, within maths, targeted support through smaller classes was achieved.	HLTA for Literacy to support classes and withdraw small groups. More liaison between HLTA/Teaching staff regarding specific student requirements/needs is still required. Staffing issues have affected the delivery of this element.	£24 ph x 5 per fortnight = £12 35 wk = £420
Support achievement in English and Mathematics classes	Additional Assistance in lower ability English and Mathematics	Analysis of impact of Teaching Assistants (TAs) support in lessons: Maths: 66% of students made progress towards their Academic Profile. Of these, 25% of students were projected to achieve their Academic Profile. English: 86% of students made progress towards their Academic Profile. Of these, 80% of students were projected to achieve their Academic Profile.	Expertise, consistency and experience of the Yr7 TA (VJO) is effective in supporting students. English classes are organised differently this year, meaning VJO will have to split her time across more than one group.	<b>£9000</b>
<b>TOTAL BUDGETED COST</b>				<b>£13,568</b>



## 5. Additional detail