

Catch-Up Funding Strategy 2019/2020

Introduction

The literacy and numeracy catch-up premium provides schools with additional funding for Year 7 students who did not achieve the expected standard in reading and/or maths at the end of key stage 2.

In 2018 to 2019, The DfE are allocating funding to schools on the basis that they receive the same overall amount of year 7 catch-up premium funding they received in 2017 to 2018. It will be adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2018 census. (DfE website, September 2019)

Our catch-up strategy has been designed to support Year 7 students who have not achieved the expected age-related KS2 standards in English and/or Maths.

We use a combination of the Analyse School Performance question level analysis tool and baseline tests in both Maths and English to ensure that intervention strategies effectively address students' weaknesses.

The catch up premium received in March 2019 was **£12,175**

Aims

1. To eliminate the literacy and numeracy skill gaps which have carried over from KS2
2. To ensure that this cohort's progress is in line with national average
3. To ensure that students are equipped with the necessary skills to fully engage with our KS3 curriculum offer

Baseline Tests for English and Maths:

- STAR Reading
- KS2 arithmetic
- KS2 spelling, punctuation and grammar

Students below KS2 benchmarks on entry			
Benchmark		2018-19 Intake (210)	2019-20 Intake (240)
A	<100 in Reading	34	42
B	<100 in Maths	31	28
C	<100 in EN + Ma	20	18

Action Plan					
Tier 1- Quality first teaching					
Strategy and summary	Evidence Base	Monitoring	Timescale	Costs	Evidence of Impact
Explicit teaching and display of exam command words in all subjects	EEF Guidance Report (Improving Literacy in Secondary Schools) Recommendation 5	KJF, HoDs	ongoing	£50	More accurate application of exam command words evident in assessments Exam/assessment outcomes
Core subject vocabulary explicitly taught in all lessons and available to all students via knowledge organisers	EEF Guidance Report (Improving Literacy in Secondary Schools) Recommendation 2	KJF, JCE, HoDs	ongoing	£650 approx Repro and PiXL Unlock resources	More frequent use of subject specific vocabulary Improved exam outcomes due to greater subject knowledge
All Y7 students have one timetabled reading skills lesson and one timetabled writing skills lesson per fortnight	DfE Guidance: Literacy and numeracy catch up strategies (July 2018) Writing Interventions DfE Guidance: Literacy and numeracy catch up strategies (July 2018)- Reading comprehension strategies	MJM, SEH	ongoing	Nil	Increase in reading age at STAR test Increased accuracy of Form, Audience and Purpose in written work

All departments to monitor the correct application of the literacy feedback policy	EEF Guidance Report (Improving Literacy in Secondary Schools) Recommendation 1	HoDs, ADA, CAP, KJF	As per dept. M+E cycle	Nil	Greater consistency of application of literacy feedback policy Improved SPaG evident in student work
Student reading ages shared with all staff to inform planning and delivery of lessons	EEF Guidance Report (Improving Literacy in Secondary Schools) Recommendation 7 EEF Guidance Report (Improving Literacy in Secondary Schools) Recommendation 2	HMS	Sept 2019	Nil	Reduced gap in commitment to learning IA data Progress of LPA students is broadly in line with the cohort average.
Frequent high challenge, low stakes testing through "100 club" and Numeracy Ninjas	DfE Guidance: Literacy and numeracy catch up strategies (July 2018)- Numeracy Interventions	JML, EMP	From Sept 2019	Reprographics	Increase in student recall of key multiplication facts and number bonds. Less difficulty in accessing the other areas of maths that then rely on this in yr 8 onwards. Improved assessments scores in yr 7 and 8.
Use of Sparx programme to structure retrieval practice and ensure engagement with homework	EEF Toolkit: Digital Technology	JML, EMP	From Sept 2019	£200	Remove the barriers to homework by allowing access to immediate support. Targeted retrieval work personalised to each student means the consolidation work is bespoke. Student performance in assessments increases over time. Improved preparation for accessing the GCSE course in year 9.
Tier 2- Targeted academic support					
Students with KS2 Reading and GPVS scores < 95 follow the Read Write Inc Fresh Start	EEF Guidance Report (Improving Literacy in Secondary Schools) Recommendation 7	BL, CPM, SHE, KJF	From Sept 2019	£520 training £500 resources	Students able to engage with mainstream English curriculum in Y8. Improved reading age

phonics programme during English curriculum time	EEF Toolkit: Phonics DfE Guidance: Literacy and numeracy catch up strategies (July 2018)- Phonics				Improved performance in resit of KS2 SPaG and Reading Tests (end of Y7)
Students who scored <100 on the GPVS receive weekly small group teaching on weaknesses identified by question level analysis of their KS2 test	EEF Guidance Report (Improving Literacy in Secondary Schools) Recommendation 7 EEF Toolkit: Small group intervention	LMB, NAC, YEF, SEH, KJF	Term 2 onwards Review progress termly	£4000 approx	Improved performance in resit of KS2 SPaG and Reading Tests (end of Y7)
Students with reading scores <100 receive weekly individual reading feedback from English teachers	EEF Toolkit: Reading comprehension strategies EEF Toolkit: Individualised Instruction	SEH English Dept	ongoing	Nil	Increased engagement in AR reading programme Reduced gap between reading age and age
Focused in-lesson catch up tasks based on CGP catch up programme	DfE Guidance: Literacy and numeracy catch up strategies (July 2018)- Numeracy Interventions	JML, EMP	From Jan 2020	£200	Better recall and ability with basic skills – eg number bonds, multiplication facts. Increased performance in assessments. Able to access the main KS3 SOL.
Y12 mentors providing in-lesson support in lower ability sets	EEF Toolkit: Peer mentoring	EMP	From Oct 2019	Nil	Accelerated progress of these students so they catch up with their peers. Lower attainment gap than on entry. Improved assessment scores in Yr 7 and 8. Increased ability to access the main KS3 maths SOL.
TT Rockstars programme used in lessons to engage lower ability students	EEF Toolkit: Digital Technology DfE Guidance: Literacy and numeracy catch up strategies	Maths Dept	From Oct 2019	£100	Accelerated progress of these students so they catch up with their peers. Lower attainment gap than on entry.

	(July 2018)- Numeracy Interventions				Improved assessment scores in Yr 7 and 8. Increased ability to access the main KS3 maths SOL.
Tier 3 Wider Strategies					
All KS3 students to follow Accelerated Reader programme including 30 minutes of reading time every day.	DfE Guidance: Literacy and numeracy catch up strategies (July 2018)- Reading comprehension strategies	KJF, SEH, English staff	From Sept 2019	£105	Increase in reading age Increased time spent actively reading per day
Nine staff have chosen to develop literacy pedagogy as their CPD focus for 2019/20	EEF Guidance Report (Improving Literacy in Secondary Schools) Recommendations 1, 2 and 5	KJF, CAP Elective CPD facilitators		Reprographics CPD budget Resources	Literacy provision is recognised as strong in all subjects (via external review) Literacy teaching evident in all subject areas
Core cooperative learning structures included in all schemes of learning to ensure students have frequent opportunities to engage in academic conversation	EEF Guidance Report (Improving Literacy in Secondary Schools) Recommendation 6 EEF Toolkit: Collaborative Learning DfE Guidance: Literacy and numeracy catch up strategies (July 2018)- Oral Language Interventions	LMW, KJF	July 2020 review	Nil	Increased use of subject specific vocabulary in structured talk Reduced student passivity in lessons. Student answers given in fully developed sentences using tier 3 vocabulary
2 Year 7 English groups (inc. 8 students with reading scores <100) involved in 12-week Forensic Reading trial	EEF Guidance Report (Improving Literacy in Secondary Schools) Recommendations 3 and 6	KJF, JUM WeST	Feb to May 2020	£500 approx	Improved understanding and use of tier 2 (academic) vocabulary Increase in reading age

<p>Tracking of curriculum engagement at IA points (EDSM, C2L and attendance). Priority intervention and parental contact for students who drop below cohort average.</p>	<p>National Literacy Trust report (Literacy and Life Expectancy)</p>	<p>KJF, SR, HoH</p>	<p>IA points</p>	<p>Nil</p>	<p>Students fully engaged in curriculum</p> <ul style="list-style-type: none"> • >95% attendance • Above cohort average mean C2L • Above cohort average mean progress.
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