**Catch-Up Premium Funding 2015 - 2016**

The Year 7 literacy and numeracy catch up premium grant is given to support Year 7 pupils who did not achieve at least a National Curriculum level 4 in reading and/or maths at the end of year 6. £500 is paid per pupil.

In 2015/2016 Stowmarket High School received £29,000 funding to support identified students (34 in reading, 45 in maths) in making the expected progress.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Stowmarket High School | | | | |
| **Academic Year** | 2015/16 | **Total Catch-Up Funding budget** | £29,000 | **Date of most recent Catch-Up Funding Review** | July 2015 |
| **Total number of Year 7 pupils** | 162 | **Number of pupils eligible for Catch-Up** | 58 | **Date for next internal review of this strategy** | July 2016 |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment** | | |
|  | *Pupils eligible for Catch-Up (SHS)* | *Pupils eligible for Catch-Up (national average)* |
| **% not achieving at least a level 4 in reading at the end of year 6 (Year)** | 20.9% | 11% |
| **% not achieving at least a level 4 in maths at the end of year 6 (Year)** | 27.7% | 13% |

|  |  |
| --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for Catch-Up Funding)** | |
|  | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | |
|  | Lower literacy skills for pupils entering Year 7 prevents them from making good progress in Year 7. This prevents sustained high achievement through KS3 & KS4. |
|  | Lower numeracy skills for pupils entering Year 7 prevents them from making good progress in Year 7. This prevents sustained high achievement through KS3 & KS4. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **C.** | Average attendance rates for pupils eligible for Catch-Up have been highlighted as below the target for all children of 95%. This reduces their school hours and causes them to fall behind. |

|  |  |  |
| --- | --- | --- |
| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Pupils eligible for Catch-Up in Year 7 make more progress by the end of the year than ‘other’ pupils so that at least 60% are on target to achieve a Level 4 in GCSE English. This will be evidenced using curriculum assessments in English in September, March and June. |
|  | Accelerated levels of progress in numeracy for Year 7 pupils eligible for Catch-Up Funding. | Pupils eligible for Catch-Up in Year 7 make more progress by the end of the year than ‘other’ pupils so that at least 60% are on target to achieve a Level 4 in GCSE Maths. This will be evidenced using curriculum assessments in Maths in September, March and June. |
|  | Increased attendance rates for pupils eligible for Catch-Up Funding | Attendance for pupils eligible for Catch-Up is in line with ‘other’ pupils. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **2015/16** | | | | |
| The three headings below enable schools to demonstrate how they are using the Catch-Up Funding to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Reciprocal Reading | | Studies by the Education Endowment Foundation (EEF) suggest that 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. | Teachers will be given Continuing Professional Development (CPD) on how to use Reciprocal Reading and Faculty time dedicated to implementing the method effectively into Schemes of Work (SOW). Each teacher given Reciprocal Reading book marks. | Director of Literacy | Termly |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Book boxes in every classroom. All Key Stage 3 lessons begin with 5 minutes silent reading. | | In order to improve attitudes to reading, book boxes are available in every classroom to support reading in tutor time. They contain a range of fiction and non-fiction books as well as dictionaries so there’s never an excuse not to pick up a book. | Every tutor group will appoint a Library Ambassador who will work with the librarian to ensure the boxes are replenished and regularly updated. | Director of Literacy, Librarian. | Termly |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Library lessons. All Key Stage 3 English classes to have a weekly reading lesson in the library. | | In order to improve attitudes to reading, the library will used to host reading activities and reading groups. | Every English class has a Library Ambassador who will work with the librarian to set up reading activities and reading groups.. | English teacher, Librarian. | Termly |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Resources for the Library | | With the introduction of year 7 pupils to Stowmarket High School for the first time in 2015, new books had to be purchased for the library to cater for the younger readers. These included books from the Barrington Stoke range, which are accessible to all and dyslexia friendly. | The Librarian will work with the Library Ambassadors to select books which will interest readers across all abilities. | Librarian | Termly |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Root of the week: As a part of the school’s drive to improve literacy skills across the school, a range of activities have been developed for tutor time which are reinforced throughout the day. Pupils are taught root words and rewards are given for usage. | | The Institute for Educational Science (IES) Practice Guide suggests that knowing how words break down into morphemes is a critical reading skill and is essential for vocabulary development. | The Director of Literacy will provide classrooms with Root of the Week posters, all tutor groups will work on the root word and teachers reward pupils for their usage in lessons. | Director of Literacy | Termly |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Personalised Learning: Pupils are withdrawn from Modern Foreign Language lessons in order to receive additional literacy support. | | Working in small groups of 6-10 students, the lessons are designed to improve all aspects of literacy: spelling, reading, and writing skills. They are taught by a literacy specialist and supported by a LSA (Learning Support Assistant). Studies by the Education Endowment Foundation (EEF) suggest that pupils make additional 3 to 5 months progress. | The tuition is targeted at pupils’ specific needs. Pupils’ reading, comprehension and spelling age will be assessed termly. | SENCo | Termly |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | The LIT Programme: The LIT Programme is a bespoke literacy intervention designed to improve thinking, spoken English, grammar, reading and writing skills. | | Studies by the Education Endowment Foundation (EEF) suggest that 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. | Pupils’ reading and comprehension age will be assessed termly. Pupil surveys will be used to ascertain pupils’ reading engagement. | SENCo | Termly |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Racing to Literacy: For pupils who are reading at phonics level, Racing to Literacy teaches phonics, high frequency words, and language comprehension as well as word recognition. | | Studies by the Education Endowment Foundation (EEF) suggest that phonics approaches have been consistently found to be effective in supporting readers to master the basics of reading, with an average impact of an additional four months’ progress. | Taught by a phonics specialist to small groups of 2 – 5 pupils, it is supported by a (Learning Support Assistant) LSA. Pupils’ reading, comprehension and spelling age will be assessed termly. | SENCo | Termly |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Handwriting Club: Using the Teodorescu Perceptuo-Motor Programme, Write from the Start, the club is aimed at pupils who have mechanical problems, such as dyspraxia, or who find it difficult to write neatly and legibly. | | Studies by the Education Endowment Foundation (EEF) suggest that being able to write and spell quickly as well as accurately is the basis for good writing. | Pupils are referred by teaching staff. They begin the session with warm up fine motor control activities followed by handwriting or visual perception activities. | SENCo, LSA | Termly |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Spelling Club: An LSA teaches small groups of weaker spellers the skills to improve their spelling: phonics, high frequency words, spelling rules and patterns, commonly misspelt words and subject specific vocabulary. | | Learning how to spell will improve other basic skills, including writing and reading. | The tuition is targeted at pupils’ specific needs. Pupils’ reading and spelling age will be assessed termly. | SENCo, LSA | Termly |
| Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Reading Mentors: The reading mentor scheme pairs year 7 pupils with Sixth Formers. Meetings take place twice a week in the library and the sixth formers listen to the younger pupils read. | | Reading records are used to prompt questions and discussion about the text. The scheme improves attitudes to reading, fluency and confidence. It also fosters mentoring relationships between the two polar ends of the school. | The Special Educational Needs Co-ordinator (SENCo) trains the 6th formers o how to support the readers. The readers are selected based on their reading ability. | SENCo | Termly |
| B. Accelerated levels of progress in numeracy for Year 7 pupils eligible for Catch-Up Funding. | Toe By Toe books: Toe By Toe is delivered 1:1 to pupils who have reading difficulties. | | The daily intervention is taught in short chunks taking pupils back to the beginning of phonics. The scheme focusses on decoding and improves reading accuracy as well as comprehension. | The tuition is targeted at pupils’ specific needs. Pupils’ reading and spelling age will be assessed termly. | SENCo, LSA | Termly |
| B. Accelerated levels of progress in numeracy for Year 7 pupils eligible for Catch-Up Funding. | Plus 1: Plus 1 is a 1:1 coaching system which benefits pupils who progress through repeated practice. | | It puts in place the building blocks of numbers, such as number bonds to 10, and covers all the aspects of mental maths needed for the new Mathematics Curriculum. | The tuition is targeted at pupils’ specific needs. | SENCo, LSA | Termly |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| C. Increased attendance rates for pupils eligible for Catch-Up Funding | Transition support strategies including additional visits for Special Educational Needs & Disability (SEND) and vulnerable pupils. | | Students who make smoother transitions, settle faster into school life. Targeting students who have low attendance at primary school ensures that the correct strategies are in place from the start. | Careful and close work with primary colleagues. Team of transition staff to ensure a smooth start. Head of year 7 to present pen portraits to all staff in September. A weekly Pastoral Care (PC) Update will be used to inform staff of pupil concerns. | Transition team. | July 2016 |
| **Total budgeted cost** | | | | | | £29,000 |

|  |  |  |
| --- | --- | --- |
| 1. **Review of expenditure** | | |
| **Academic Year** | **2015 / 16** | |
| **Desired outcome** | **Estimated impact:** | **Lessons learned** |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Data demonstrates that 96% of pupils eligible for Catch Up Funding intervention are on target or above in English and maths. Specifically in English, 44% of the Catch Up Funding pupils are predicted a level 4 or above at GCSE. The success criteria is 60%. Target not met. | A standardised reading assessment to test the year group could be used to measure progress more efficiently.  Overall pupils are on target to meet their predicted grade, however, they are not making enough progress to achieve a Level 4 in the English GCSE. |
| B. Accelerated levels of progress in numeracy for Year 7 pupils eligible for Catch-Up Funding. | Data demonstrates that 96% of pupils eligible for Catch Up Funding intervention are on target or above in English and maths. Specifically in maths, 33% of the Catch Up Funding pupils are predicted a level 4 or above at GCSE. The success criteria is 60%. Target not met. | Improvements in maths are due to Quality First Teaching rather than intervention. High need SEND pupils who did not achieve a level 4 in the maths SATs require further intervention to attain functional maths skills at the end of Key Stage 4. Overall pupils are on target to meet their predicted grade, however, they are not making enough progress to achieve a Level 4 in the Maths GCSE. |
| C. Increased attendance rates for pupils eligible for Catch-Up Funding | By the end of Year 7 pupils in receipt of Catch Up funding had an average attendance of 94.4%. The rest of the year group was 95%. | Enhanced transition and information sharing has closed the attendance gap between pupils who did not achieve level 4 in the SATs and those pupils who achieved Level 4 and above. |
| 1. **Additional detail** | | |
| In 2016 / 2017 the school will trial the use of an online literacy programme. The lessons will be timetabled instead of two lessons of Modern Foreign Languages. All pupils in Year will tested for a reading standardised school and a comparison will be made between those eligible for Catch-Up Funding and those who are not. | | |