**Catch-Up Premium Funding 2016 - 2017**

The Year 7 literacy and numeracy Catch-Up premium grant is given in order to support Year 7 pupils who did not achieve the expected standard in reading and/or maths at the end of year 6.

In 2016 to 2017 the government allocated funding to schools on the basis that they receive the same overall amount of Year 7 Catch-Up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort between the October 2015 and the October 2016 school censuses.

In 2016/2017 Stowmarket High School received funds of £28,646.00. The school identified 81 pupils in year 7 (66 English, 65 Maths) who did not achieve the expected standard (Standardised Score of 100) and requiring further support to catch up with their peers.

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| 1. **Summary information** | | | | | |
| **School** | Stowmarket High School | | | | |
| **Academic Year** | 2016/17 | **Total Catch-Up Funding budget** | £28,646 | **Date of most recent Catch-Up Funding Review** | July 2016 |
| **Total number of Year 7 pupils** | 160 | **Number of pupils eligible for Catch-Up** | 81 | **Date for next internal review of this strategy** | July 2017 |

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| 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)** | 41.2% | 34% |
| **% not achieving at least a level 4 in maths at the end of year 6 (Year)** | 40.6% | 30% |

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| 1. **Barriers to future attainment (for pupils eligible for Catch-Up Funding)** | |
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| **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.** | Attendance rate for pupils eligible for Catch-Up is an identified barrier to learning by Primaries. (the target for all children of 95%). This reduces their school hours and causes them to fall behind on average. |

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| 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. |

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| 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. | NGRT: The New Group Reading Test (NGRT) is used with all pupils on entering Stowmarket High School to assess their reading and comprehension skills (including phonics where necessary). The test compares decoding skills and sentence completion against passage comprehension allowing identification of competent decoders with weak comprehension skills. | | The reading test is quick and easy to administer, giving accurate scores is less than 40 minutes. The report provides a breakdown for each pupil with teaching strategies for their reading difficulties. Pupils are re-tested to monitor their progress at the end of the year. | The ICT department will devote one lesson to enable the test to take place. | Director of teaching and Learning, Director of Literacy | July 2017 |
| 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. | 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. | 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 |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Literacy Mats: All classrooms are equipped with literacy mats which include topic specific vocabulary, visual support and the school’s marking codes. | | The mats support pupils during writing tasks and are also used to support pupils during Dedicated Independent Reflection Time (DIRT) to respond to teachers’ marking feedback. | The Director of Teaching and Learning and Director of Literacy gave CPD to staff and each mat was proof read before printing. | 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. | Lexia Core 5: Lexia is timetabled for pupils who identified in the NGRT with a reading age lower than their chronological age. | | The personalised online programme is multisensory and allows every pupil to work at their own level independently. Students can access Lexia at home with a login and password. Initial monitoring showed reading gains of between 4 to 36 months in less than 2 months. | Overseen by a teacher and LSA, repeated errors are quickly identified and lessons are provided. Learning is also reinforced with worksheets. The Special Educational Needs Co-ordinator (SENCo) monitors usage and progress weekly. | SENCo | Termly |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Beat Dyslexia: Beat Dyslexia is a multi-sensory literacy programme which is taught 1:1 by a LSA in frequent and short sessions. | | The programme takes pupils from the earliest stages of letter recognition through to developing reading, spelling and grammar skills. 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 Learning Support Assistant (LSA) meets with a teacher from the Dyslexia Outreach Service fortnightly. Records of each lesson are kept and pupils are re-assessed termly. | SENCo | Termly |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Speech and Language Support: | | Pupils with lower levels of literacy need language support to access the curriculum. Pre-teaching subject specific vocabulary and modelling clarification type questions support pupils to remain focussed and actively listen in lessons. | Teachers provide the LSA with vocabulary beforehand. The LSA uses the Elklan Secondary Language Builder resources toolkit, recommended by Suffolk County Council (SCC) | LSA | 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 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. | 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 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** | | | | | | £28,646 |

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| 1. **Review of expenditure** | | |
| **Academic Year** | **2016 / 17** | |
| **Desired outcome** | **Estimated impact:**  Did you meet the success criteria? Include impact on pupils not eligible for Catch Up, if appropriate. | **Lessons learned** |
| A. Accelerated levels of progress in literacy for Year 7 pupils eligible for Catch-Up Funding. | Data demonstrates that in English, 64% of the Catch Up Funding pupils are predicted a level 4 or above at GCSE.  The success criteria is set at 60% and the target was.  The average standardised reading score increased from 78 to 82. In comparison the pupils not eligible for Catch up increased from 109 to 111. Overall the whole year made gains in their reading however the Catch Up cohort made a bigger gain. | The standardised reading assessment (NGRT) to test the year group has provided useful assessment data. Next year the information will be shared with parents.  Lexia has been an excellent tool to improve pupils’ reading scores. The extra literacy groups will continue in year 8 and include more pupils who have not made sufficient gains this year. |
| B. Accelerated levels of progress in numeracy for Year 7 pupils eligible for Catch-Up Funding. | Data demonstrates that in maths 42% of the Catch Up Funding pupils are predicted a level 4 or above at GCSE. The success criteria was 60% therefore the target was not met. However, this is an improvement on last year where only 33% of Catch Up pupils were predicted to achieve a level 4 or above at GCSE. | Improvements in maths are due to Quality First Teaching rather than intervention. High need Special Educational Needs & Disability (SEND) pupils who did not achieve a level 4 in the maths (Standard Attainment Tests) SATs require further intervention to attain functional maths skills at the end of Key Stage 4. In 2017 / 2018 school will invest in an online numeracy programme. |
| 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 95.6%. The rest of the year group was 97%.  Whilst there is a gap between Catch Up pupils and others, overall the attendance is above the target of 95%. | School will actively encourage parental engagement by inviting parents to open evenings and information evening. A record will be kept and monitored. |
| 1. **Additional detail** | | |
| In 2017/2018 all pupils in year 7 will be exam access tested to see if any pupils are eligible for a scribe, reader or extra time. This will be implemented from Year 7 onwards. | | |