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**Catch-Up Premium Funding 2017 - 2018**

The Year 7 literacy and numeracy catch up premium grant is paid to support year 7 pupils with low prior attainment in the English and/or Mathematics Keys Stage 2 standard assessment tests.

In 2017 to 2018 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 2016 to 2017, adjusted to reflect the percentage change in the size of their year 7 cohort between the October 2016 and the October 2017 school censuses as follows:

**(the number of year 7 pupils recorded on the October 2016 school census)**

**divided by**

**(the number of year 7 pupils recorded on the October 2017 school census)**

**multiplied by the 2016 to 2017 allocation.**

In 2017/2018 Stowmarket High School will continue to build on the success of the interventions implemented since 2016. This year we have received funds of £20,512.00 to support 39 pupils in year 7 (27 English, 33 Maths) with low prior attainment in the English and/or Mathematics Keys Stage 2 standard assessment tests. The average standardised score is 100. Low prior attainment is classed as any score which is less than 100.

The funding has been allocated to commence the following evidenced based interventions:

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| 1. **Summary information** | | | | | |
| **School** | Stowmarket High School | | | | |
| **Academic Year** | 2017/18 | **Total Catch-Up Funding budget** | £20,512.00 | **Date of most recent Catch-Up Funding Review** | July 2017 |
| **Total number of Year 7 pupils** | 115 | **Number of pupils eligible for Catch-Up** | 39 | **Date for next internal review of this strategy** | July 2018 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for Catch-Up (SHS)* | *Pupils eligible for Catch-Up (national average) 2016* |
| **% not achieving at least 100 in reading at the end of year 6 (2017)** | 23% | 34% |
| **% not achieving at least 100 in maths at the end of year 6 (2017)** | 27% | 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 rates for pupils eligible for Catch-Up are >>% (below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average. |
| **D.** | Lack of parental engagement |

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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% have reading levels in line with their peers. This will be evidenced using Standardised Scores NGRT reader and Lucid Exact assessments 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% have numeracy levels in line with their peers. This will be evidenced using curriculum Maths assessments in October, March and June. |
|  | Increased attendance rates for pupils eligible for Catch-Up Funding | Reduce the number of persistent absentees (PA) among pupils eligible for Catch-Up to 10% or below. Overall attendance among pupils eligible for Catch-Up improves from >>% to 95% in line with ‘other’ pupils. |
|  | Engagement of parents of children eligible for Catch-Up Funding is in line with peers. | Attendance at parent events to indicate no significant difference in numbers of attendees from disadvantaged backgrounds. This will be evidenced using Parents Evening attendance figures recorded on the school’s Provision Map. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **2017/18** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium 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 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 test compares decoding skills and sentence completion against passage comprehension allowing identification of competent decoders with weak comprehension skills. | The Information Communication Technology (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 were 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 |
| B. Accelerated levels of progress in numeracy for Year 7 pupils eligible for Catch-Up Funding. | Mathletics | | Mathletics consolidates the building blocks of numbers and covers all the aspects of mental maths needed for the new Mathematics Curriculum.  A research study by The University of Oxford concluded that schools who made regular use of Mathletics (as little as 20 mins/week) **did significantly better on a range of measures**, compared to schools that did not use Mathletics: more pupils making at least 2 levels of progress; more pupils achieving at least a level 4 a and more pupils achieving a level 5 or 6. | The tuition is targeted at pupils’ specific needs. Each pupil is set up on the most appropriate level by their maths teacher. Usage is monitored by the Director of Maths. | Maths teachers, Director of Maths | June 18 |
| B. Accelerated levels of progress in Numeracy for Year 7 pupils eligible for Catch-Up Funding. | Numeracy Ninjas | | Numeracy Ninjas fills the gaps in mental calculation strategies and timestables, Numeracy Ninjas also addresses ‘Key Skills’; and if students master all these before they begin Key Stage 4, they will find they have an excellent foundation of knowledge that will make learning GCSE Maths concepts easier.  This little-and-often approach, in combination with a research-informed rota, which systematically plans the revisiting of skills, ensures students’ improved numeracy skills and fluency are retained over time. | Each 5 minutes Numeracy Ninja skills test exercise includes 10 questions on mental numeracy calculation strategies, 10 timestables questions and 10 questions on key topics that must be mastered before studying GCSE Maths. The tests are marked in class by students who record their **Ninja Score** out of 30. This corresponds to a particular colour **Ninja Belt**. Teachers then discuss key mental numeracy strategies related to the questions with the class, before carrying on with their teaching of new learning material. | Maths teachers, Director of Maths | June 18 |
| **Total budgeted cost** | | | | | | £15,000 |
| 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. | | Some of the students need targeted literacy support to catch up. 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 Learning Support Assistant (LSA), repeated errors are quickly identified and lessons are provided. Learning is also reinforced with worksheets. Data tracking by the Special Educational Needs Co-ordinator (SENCo) of these students to show impact of the programme. LSA CPD to support these students with the strategy and Director of Inclusion to liaise with parents. | 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. | An 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. | Weekly 1:1 intervention using Wordshark software. | | Wordshark presents information through sound, text, visual imagery and animation | Pupils will use Wordshark on a 1:1 basis. A baseline test is completed and pupils win certificates for completing levels. An LSA works with the pupil and monitors their progress. | LSA | 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. | Touch Typing | | Pupils who find writing difficult or tiring may require an alternative to written recording in order to demonstrate their knowledge effectively. For these pupils, typing may become their regular method of working in exams therefore a touch typing club is provided to ensure their WPM speed doesn’t impede their success. Initial research in school demonstrated an increased spelling age gain of over 6 months in 3 months. | Pupils complete a baseline typing speed test. The online lessons are timetabled and there is a scoreboard to keep pupils engaged. The SENCo monitors usage. The LSAs re-test pupils termly. | 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. | Weekly small group sessions in maths for pupils eligible for Catch Up Funding with high attaining 6th form pupils, replacing tutor time or assembly. | | We want to provide extra support to pupils who are below. Small group interventions are known to be effective. | Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Engage with parents and pupils before intervention begins to address any concerns.  Track data in maths at 3 key points, October, March and June  HODs to observe sessions and provide feedback / support. | Director of Maths | Mar 18 |
| B. Accelerated levels of progress in Numeracy for Year 7 pupils eligible for Catch-Up Funding. | Weekly 1:1 intervention using Numbershark software. | | Numbershark presents information through sound, visual imagery and animation. | Pupils will use Numbershark on a 1:1 basis. A baseline test is completed and pupils win certificates for completing levels. An LSA works with the pupil and monitors their progress. | SENCo | Termly |
| **Total budgeted cost** | | | | | | £5000 |
| 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 | School Attendance Officer monitors pupils and follow up quickly on truancies. First day response provision. | | We can’t improve attainment for children if they aren’t actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. | Attendance and progress discussed weekly with Attendance Officer, Education Welfare Officer (EWO) and Head of Year (HOY).  Letters about attendance and Attendance Officer to discuss attendance with parents / guardian and explore barriers | Attendance Officer, Assistant Head, HOY, Director of Inclusion | May 2018 |
| 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 2018 |
| D. Engagement of parents of children eligible for Catch-Up Funding is in line with peers. | Proactive targeting of PP students’ parents at information and parents evening. | | Although parental involvement is consistently associated with pupils’ success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive (EEF). This is particularly the case for disadvantaged families. However Stowmarket High School believes that school, parents and pupils can form a strong tripod by working together and supporting each other. | Parents evening coordinator contacts all Catch-Up student parents to invite them to parents’ evenings. Attendance is tracked on the school provision map by the Director of Inclusion. Regular non-attendees will be contacted directly by the Director of Inclusion or Head of Year (HOY) for a meeting if there is a concern. | Director of Inclusion, HOY | After each parents’ evening. |
| **Total budgeted cost** | | | | | | £500 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:**. | **Lessons learned** | **Cost** |
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| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
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| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:**. | **Lessons learned** | **Cost** |
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| 1. **Additional detail** | | | | |
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