

Catch up premium at High Storrs School 2018-19

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths (the standard was initially set at a score of below 99 at the end of key stage 2 (KS2)).

1a Summary information for previous year, 2017-2018					
School	High Storrs School		Catch up Premium grant for each student		£500
Academic Year	2017/18	Total Catch-Up Premium budget	£12,500	Number of pupils in catch-up	50

1b Summary information for current year 2018-19					
School	High Storrs School		Catch up Premium grant for each student		£500
Academic Year	2018/19	Total Catch-Up Premium budget	£12,500	Number of pupils in catch-up	54

We receive the same amount of year 7 catch-up premium for 2018-19 as we received in 2017-18.

2. Current attainment.					
54 students are eligible for year 7 catch-up premium 30 students whose Maths score is < 100 24 students whose Reading score is < 100					

3. Barriers to future attainment	
Students in this group are affected by a combination of the following barriers, making their needs complex.	
A	<p>SEND</p> <p>English 50% of the catch up students have Special Educational Needs.</p> <p>Maths 40% of the catch up students have Special Educational Needs.</p>
B	<p>Disadvantage</p> <p>10% of the year group are PPI</p> <p>English 17% of students in this group are PPI which is above average for the year group</p> <p>Maths 17% of students in this group are PPI which is above average for the year group</p>
C	<p>EAL</p> <p>7% of all the year group are EAL</p> <p>English EAL 21% of students in this group are EAL which is above average for the year group</p> <p>Maths EAL 17% of students in this group are EAL</p>

4. How the Catch Up Premium will be spent in 2018-19		
Barriers to future attainment	Success criteria/how it will be measured	Actions
Combination of SEND, Pupil Premium Indicator and EAL	<p>Maths:</p> <ul style="list-style-type: none"> Data tracking of these students will show impact from the package of support Interim and end of year assessments will be used to both measure progress and the impact the funding has had on improving the attainment of the pupils. 	<p>Maths:</p> <p>The students will be supported by a sixth form mentor who has had to apply to undertake the role and will be given training by the KS3 Maths co-ordinator on how to mentor their student.</p> <p>During their session with their mentee, they will discuss the work the student has been doing in class, look at their exercise book, and identify areas to work on, build up a relationship and work on the mathematical areas that need strengthening. The training has involved how to find resources to support this and how to provoke a meaningful discussion. The mentoring will continue all year until the sixth form students have their external exams.</p> <p>The students will be split amongst the 2 Year 7 set 4 classes, the maths HLTA supports in 2 of the 3 lessons for each of the classes. The teacher and the HLTA</p>

	<p><u>English:</u></p> <ul style="list-style-type: none"> • Improved reading ages of targeted students to enable them to access all areas of the curriculum • Improved spelling age of targeted students • Attainment gaps across literacy based subjects reduces in KS3. Students make measurable progress in literacy intervention. • Language acquisition improves access to the curriculum for PP and EAL students. • Data tracking of these students will show impact of the package of support. 	<p>work with the students in such a way that they focus their attention on 1:1 where necessary, withdraw small groups of students if necessary, or work with small groups within the classroom.</p> <p><u>English:</u></p> <ul style="list-style-type: none"> • Every Y7 English teaching group will be taught by specialist literacy teachers who were previously primary school teachers. This will support transition, support identification of gaps in knowledge or particular needs of students. • SENCO Identifies Y7 students with weak language skills using KS2 data (Reading scores in KS2 assessment between 95 and 104 and writing levels at borderline secondary ready for Language/Literacy Intervention. • Students receive 2 hours additional small group intensive Language Intervention or Literacy intervention in Y7 and Y8 in lieu of French • Language Intervention delivered by specialist Y6 Primary EAL teachers for 2hours a week in Y7 and Y8 • Literacy Intervention delivered by SEN teacher/TA for 2 hours a week in Y7 and Y8 • Enrichment English delivered by specialist Y6 Primary EAL teachers for 1 hour a week in Y9 • Spelling programme delivered during morning roll call • Reading programme delivered during morning roll call • 6th form mentoring
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5. Allocation of catch up premium funding for 2018-2019 (for 23% of Y7 cohort)

Description	Cost	Rationale (linked to objectives above)	
IDL	£500	Well researched resources that have significant impact on learning	
First news			
<p>Employment of a TA maths specialist to support the work of the set 4 teachers to increase the staff:pupil ratio</p> <p>Training of 6th form mentors to deliver 1:1 maths peer tutoring and paired reading during roll call one morning per week</p> <p>Small group and 121 work in numeracy to improve skills.</p> <p>Students who have difficulties with none verbal processing or who were flagged at primary school with poor numeracy skills will be identified for Numeracy intervention which will runs every morning during roll call in learning support roll call so it does not impact on learning.</p>	£14,243	<p>The students will be split amongst the 2 Year 7 set 4 classes, the maths HLTA supports in 2 of the 3 lessons for each of the classes. The increased staff:pupil ratio will enable the teacher and the HLTA to work with the students in such a way that they can focus their attention on 1:1 where necessary, withdrawal of small groups of students, or work with small groups within the classroom.</p>	
Y7 Literacy intervention			<p>We will begin our work on closing the gaps in reading ages will support the reduction in the attainment gaps across literacy based subjects.</p> <p>To develop a love of reading and writing to improve language acquisition and literacy.</p> <p>The skills needed to support the secondary curriculum will begin to be embedded.</p>
Y7 & Y8 Language Intervention			<p>This will support transition, support identification of gaps in knowledge or particular needs of students. It will also begin to build relationships with teachers who work cross curricular to support students with PP and EAL further up the school.</p> <p>The skills needed to support the secondary curriculum will begin to be embedded.</p> <p>Language acquisition will improve access to the curriculum.</p> <p>Improved text knowledge, writing skills and extended vocabulary will improve access to the curriculum.</p>
Y7 EAL teachers deliver 1 period of English to all Y7 students		<p>They are expert at literacy teaching and ensure higher expectations for aspects of literacy (SPAG) teaching at Y6 are continued into Y7.</p> <p>Two EAL teachers will deliver the language acquisition part of our Y9 Study skills programme to students who would find it exceptionally difficult to study a language to GCSE. The course immerses students in the vocabulary and academic language needed to equip them with the</p>	

		skills they need to be able to access the new generation GCSEs. It also supports our work on closing the vocabulary gap.
Support for New Arrivals		One of our VGT teachers will continue to provide targeted support for our New Arrivals through 1:1 work outside the classroom and in class support.
Closing the vocabulary Gap		Our VGT team will provide support across the school on strategies to close the vocabulary gap and will organise Group Chats on strategies students can use to develop their Academic vocabulary, etymology and run the 'word of the week' programme.
Total	£12500	

6. Review of previous academic year's expenditure and how the funding has made a difference to the attainment of the pupils (2017-18)

i. Improved numeracy				
Desired outcome	Chosen action/approach	Estimated impact:	Evaluation and next steps	Use of funding
For students to make good progress from their starting points	<p>Maths Interventions are delivered by a specialist maths teacher and a HLTA maths specialist who target carefully identified areas to best support individuals' progress in maths</p> <p>Intervention form – delivered by maths HLTA. KS3 maths intervention form is a short intensive intervention with small groups of students during morning roll call. Each intervention form group runs for 2 or 3 weeks. Each group of students is identified by class teachers and/or the KS3 leader in learning in maths. Identification is informed by progress across a block of lessons and performance in end of unit tests. The aim of KS3 maths intervention form is to plug gaps in pupils' knowledge, learn and practise problem solving skills and to involve pupils thinking about their learning.</p> <p>In class support In class support, small group withdrawal and regular progress reviews for targeted pupils. HLTA greets identified pupils in class, checks understanding of teaching during each lesson to build confidence, follows up of any lack of understanding, assists pupils with organisation, re-</p>	<p>The majority of students have made good progress from their starting points.</p> <p>Students gained confidence in numeracy and made some progress to catch up with peers</p> <p>Increased staff ratio enabled staff to adapt teaching to individual needs (including</p>	<p>Maths Catch Up Premium Report</p> <p>Year 7 For the Y7 cohort in 2017-18 there were 30 pupils who came to HSS identified as "not secondary ready. Through all 3 trackers throughout the year, none of these 30 pupils were highlighted with a concern for "progress".</p> <p>Out of these pupils who came to HSS identified as "not secondary ready," 13 of these pupils had a weekly Maths Student Mentor to help them with what they are covering in lessons. The effect of this mentoring cannot be isolated specifically but the fact that all of these pupils are making adequate progress suggests that it is having a positive impact on these pupils and will be beneficial in the years to come.</p>	<p>TA</p> <p>Increased staff:pupil ratio</p>

engages pupils throughout the lesson and checks progress each lesson.

individual, PPI SEND and EAL)

The progress that NSR pupils made was also aided by the use and direction of the HLTA who supported in both the set 4 classes last academic year. The HLTA was in 2 of the 3 lessons per week and helped out by general class support but also took small groups to focus on identified topics.

	KS2 Average Score	Test 5 (B) Average Score	Test 5 (C) Average Score
"NS" at KS2	42.6	25.9	34.9
Rest of Set 4	60.4	28.2	23

Note that the red type may be influenced by the fact that some of the "NS" pupils don't have a KS2 score and that the Test C scores are 3 of these pupils. Also, the KS2 test cannot be directly compared to the Test 5 scores but what it does show is that these pupils made excellent progress compared to the rest of the class.

Year 8

For the Y8 cohort, 38 pupils came to HSS as "NSR." In the first tracker of the year only 7 had a concern for progress highlighted by their class teacher. By the second tracker, one of these pupils had improved so progress was no longer a concern. However, the third tracker indicated another pupil, for the first time in the year had progress as a concern. 5 pupils remained having progress as a concern throughout the year.

The table below outlines the average scores from the final test of Year 8 as well as the average KS2 scores that the pupils came to HSS who were not secondary ready. Please note that there is some incomplete data on a few of the pupils who were secondary ready so this may have some effect on the results. The results show that the gap has closed for the pupils who took the “B” test although the effect is not possible to be shown for Test “C” as it was only the pupils who didn’t meet national standard at KS2 that took this test.

	KS2 Average Score	Test 3 (B) Average Score	Test 3 (C) Average Score
“NS” at KS2	39.68	31.83	41.43
Rest of Set 4	68.2	40	n/a

Since the end of year 8, of these 5 pupils, 2 are now in a Year 9 Maths class where they are covering the “Entry Level” syllabus as opposed to the GCSE course, whilst the other 3 all didn’t have progress as a concern on their Year 9 first tracker (November 19). This suggests that the change of syllabus and entrance to the GCSE course, along with a different setting structure has benefited these pupils, allowing them to be in classes more suited to their ability and be able to make more progress.

			<p>In Year 8 on the whole there were a total of 18 pupils who were highlighted in all 3 trackers throughout the year as having “progress” a concern. Of these 18 pupils, 7 of them were concerned through all 3 trackers. These pupils were all in the same set and did underperform on their final assessment compared to a lot of the rest of the class. In addition to this, there were 3 pupils (again, in the same set) who had 2 concerns throughout the year for “progress.” 2 of these did improve throughout the year as they didn’t have a concern in tracker 3 and their test scores subsequently improved in the latter half of the year but one pupil did improve from tracker 1 to 2 before having a concern again in tracker 3. Finally, 8 other pupils had “progress” as a concern during one of the 3 trackers. 5 of these showed progress throughout the year whereas 3 of them slipped at the end of the year by “progress” only being highlighted in the final tracker of the year.</p>	
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ii. Improved literacy

Y7 English Catch up students with a KS2 score below 100 in Reading were offered two hours a week language or literacy intervention. 17 Y7 students received language intervention. 24 % of students are Pupil Premium.

Desired outcome	Chosen action/approach	Estimated impact:	Evaluation and next steps	Use of funding
<p>ii. Literacy Intervention Students make good progress in reading, spelling and organisation.</p>	<p>Students not achieving age expected levels at KS2 SATS were given the opportunity of receiving two hours per week of small class, intensive, literacy support. The students were removed from their French lessons and were taught by specialist staff, experienced in teaching children with specific learning difficulties. The package involved work around spelling, grammar, reading comprehension and organisation skills. As the class sizes were small, the lessons could be tailored to the students' individual needs, e.g. spelling</p>	<p>The vast majority of students would make good progress from their starting points.</p> <p>Improved reading skills provides</p>	<p>A new computer package IDL, specifically designed to cater for students with specific learning difficulties was purchased and used both within the school environment and at home. The classes are successful and see high levels of progress made in respect of reading and spelling. Over the year 57% of the cohort made over 24 months of progress.</p>	<p>TAs Literacy Intervention class run by our Specialist SENCO First news resource Read write inc resource</p>

		access to learning in all subjects.		
<p>iii. Language Intervention Students make good progress in reading, spelling and writing.</p>	<p>Students were removed from French lessons each week and underwent an intensive two hour language intervention programme. This was delivered by specialist EAL Teachers. The course lasts for the duration of Y7 and Y8 in lieu of all French lessons.</p>	<p>The vast majority of students have made good progress from their starting points.</p> <p>Improved reading, writing and spelling skills provides access to learning in all subjects.</p>	<p>Context</p> <ul style="list-style-type: none"> • 11 students have received Language Intervention since the start of Y7 • 5 joined the Language Intervention group for the last five weeks of term • 1 student left • 2 students couldn't be tested due to absences in the last two weeks of term • 7 students received mentoring from Y12/13 and 6 made exceptional progress <p>Y7 Reading Of the students tested and in class since for the last 9 months:</p> <ul style="list-style-type: none"> - 100% made progress of 9 months or more - 67% made progress of 2 years or more - 44% made progress of 3 years or more - 33% made progress of 4 years or more - Of the students who have participated in language intervention since October 2017, all are now exceeding ARE in reading. - Both students who made less than 2 years progress achieved reading ages of 15+ and we were 	<p>Specialist primary EAL school teachers deliver the programme</p>

			<p>therefore unable to measure greater progress</p> <p><u>Action</u> Continue to focus on reading and vocabulary skills, focussing on Pee structure</p> <p><u>Spelling</u></p> <p>In the 9 months since they were last tested: All students made exceptional progress Although only one student made expected progress (9 months progress in 9 months) 57 months progress was made in reading. All other students made between 15-36 months progress, or were at the highest possible level (13.05 months)</p> <p><u>Action</u> Continue to build on spelling strategies during lessons</p> <p><u>Writing</u> All students made progress with their writing, progress is evident in books from last year.</p> <p><u>Start of Y7</u> (excl one student who joined towards the end of Y8 from another school)</p> <ul style="list-style-type: none"> • 69 % had a reading age of 11 or below • 54 % had a reading age of 10 or below • 38 % had a reading age of 9 or below • 8 % had a reading age of 8 or below <p><u>End of Y8</u></p> <ul style="list-style-type: none"> • 93% had a reading age of 11 and above 	
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			<ul style="list-style-type: none">• 79% had a reading age of 12 and above• 43% had a reading age of 13 and above• 29% had a reading age of 15 and above <p><u>Reading Progress</u></p> <ul style="list-style-type: none">• 85 % made 2 years or more progress• 69% made 3 years or more progress• 31% made 4 years or more progress <p>15% made 5 years or more progress</p>	
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