



Catch up premium report for 2018-2019 and strategy for the academic year 2019-2020

Key information

This report will outline and evaluate the impact of strategies supported by additional funding received from the Government. This is based on the requirements laid out by <https://www.gov.uk/guidance/what-academies-free-schoolsand-colleges-should-publish-online#year-7-literacy-and-numeracy-catch-up-premium> and <https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools>.

From the “guide for schools” (second link above): The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).

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Report for 2018-2019, including evaluation of the difference that each strategy made to pupils' literacy and numeracy development.

Total catch-up funding allocated for the academic year (recognising that funding is allocated on or around 1 March)	£10,917	Total spent on numeracy catch up	£3,517	Total spent on literacy catch up	£7,400
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Executive Summary

Summary objective	Evaluation
<p>Numeracy To continue to maintain strategies that have been particularly effective in improving standards of numeracy; in particular extending the Times Tables Rockstars to include year 8 as well as year 7. To continue to share mathematical pedagogy with the Science department and have regular feedback about the effectiveness of this CPD in science lessons. Moving forward, to begin more pedagogical links with other departments, such as Geography and P.E. To continually review strategies and improve effectiveness through the year.</p> <p>Literacy To maintain and improve the existing interventions, for example teachers will have an ongoing programme of CPD to improve the outcomes of the Daily DEAR hour. Similarly where gaps have been identified in ks3 students whose lack of basic reading and writing holds them back from curriculum access, additional intervention using scripted literacy programs will be added during enrichment time from September to December and re-evaluated after this time.</p>	<p>Numeracy The aims have been broadly achieved with all year 7 and year 8 doing weekly times tables competitions. Students were entered into the timetables rock stars wrangle this year and thoroughly enjoyed it. Cross curriculum departmental sharing of numeracy and pedagogy has been implanted and is now well established. Numeracy Ninjas was not implemented this year however will be implemented 2019-2020 with all of year 7 and year 8. A count on us club was established and ran by a teacher each week where all of year 7, 8 and 9 are welcome and a group of year 10s help to run the club. A team of students were selected and entered into the competition. We did not win but got through to the semi-finals! Intervention groups were established to help those students that joined KS3 with low numeracy, these were found to have a large impact on progress made in post assessments.</p> <p>Literacy The scripted literacy intervention (using Expressive writing and SRC reading) led to impressive progress made by those furthest behind their chronological reading age. The year 7 students involved improved an average of 1.3 years across the year long programme and their gains in the</p>

	<p>Expressive writing placement tests showed equally impressive writing progress. For the year 8 group who had 1 hour a week as opposed to 2, the writing gains were equally impressive, while reading gains were an average 1.1 for those whose attendance was consistent, but poor attendance affected the students the furthest from a curriculum access level as they failed to attend up to 50% of the sessions. This year the groups will be smaller to ensure an increased focus on those with the greatest need of rapid gains.</p> <p>Increased DEAR training for teachers at the beginning of the year led to improved qualitative results – staff and students reported increased engagement and enjoyment in respectively delivering and involvement in the DEAR hour. However, lack of follow up training led to a drop in engagement across the year – especially around pressure points such as the exam period. More regular DEAR training in all staff meetings and use of the DEAR targets and feedback on PAS should see continuous engagement across the entire school year.</p> <p>The creation of an in class school library with an effective IT system for recording and maintaining the stock of books has led to greater access and interest in reading for pleasure. However, last year only 40% of the school population accessed the library and this year work will need to be focussed in widening participation and access. A dedicated member of staff with responsibility for this role is the preferred method.</p>
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Numeracy Evaluation

Aim	Strategy	Cost	Evaluation/Impact	Maintaining strategy into next year?
To improve the speed of times table recall in year 7 and 8 students.	Year 7 and Year 8 complete 10 games of Times Tables Rockstars homework every week, to be monitored by head of KS3.	£94.90 subscription + £36.50 add-on sessions + £30 entry to the "Rock Wrangle"	Students completed a lots of extra times tables practice, enjoyed completing the quizzes and were entered into the Rock star Wrangle in 2019.	Yes – all of year 7 and year 8 will be entered into TTRS.
Teachers in other subjects teaching mathematical content in a different manner, therefore confusing students. Teachers lacking confidence in maths pedagogy.	Deliver "Maths in Science" CPD in Science department meetings. Deliver CPD to other departments, including Geography and PE.	Approx. £1500 within staffing costs	'How to' videos were made and shared with the science department on how to deliver mathematics topics. Maths teachers spent time in science teachers department meetings explaining mathematical content.	No – the departments can regularly discuss and share information and best practice without allocating specific time to this
To increase enjoyment in mathematics	Created a 'Count on Us club' and enter students into the Count on Us Secondary Challenge.	£200 entry fee	Students thoroughly enjoyed being part of the club and being entered into the competition.	Yes

To address the low numeracy skills of students on entry in year 7	Small group intervention with 12 students working with a maths specialist teacher for an extra hour and a half a week.	Approx £1,500 staffing costs	Student that were put into intervention generally made more progress in the following post assessment than those that were not.	Yes – this was found to be a really useful strategy for improve students achieving.
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Literacy Evaluation

Aim	Strategy	Cost	Evaluation/Impact	Maintaining strategy into next year?
To improve reading ability and interest in reading.	Drop Everything and Read Hour. All students (7 – 10) read high interest teen fiction for an hour each morning.	£3000 to resource each group starting on the same text.	Students reach chronological reading age by the end of year 7/8. Each Student to have read a certain number of pages a year as tracked by House coaches.	Yes – but with structural changes. All house groups to read the same books at the beginning of the year. House groups 7-8 and 9-10 with different texts to aid engagement and interest in KS4 year.
To support teachers across subjects in supporting student reading	Weekly CPD on delivering Class reading and CPD on curating text to support students learning through reading across subjects	Absorbed within staffing costs	Weekly drop in observations of DEAR quality show improvements in delivery. Weekly lesson observations show increased use of reading texts to deliver content.	Yes - ongoing CPD has only been intermittently provided previously. This will be more consistent going forward.

To intervene with students who do not have a level of literacy to access mainstream curriculum and enrichment subjects	English teachers deliver scripted Literacy intervention programs x3 hours year 7 x1.5 hours year 8 : Expressive writing 2	£1,900 Literacy Lead	Accelerated progress as measured by Reading Age tests and benchmark Expressive writing assessments.	Yes – intervention in previous years was less structured and consistent. This year x2 hours a week for year 7 and year 8.
To improve access to high quality and appropriate literature	Build, resource and maintain and in classroom library for students to access at break times	Start-up costs for physical resources and Library software: £2,500	All students to have borrowed books and engaged with Librarian. Increased interest in and attitude to reading.	No – the school has not had a staffed library before.

Aims and strategies for this academic year 2019-2020

Total catch-up funding allocated for the academic year (recognising that funding is allocated on or around 1 March)	£11,355	Total to be spent on numeracy catch up	£4,453	Total to be spent on literacy catch up	£6,900
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Executive summary

<p>Objective</p> <p>Numeracy To continue to maintain strategies that have been particularly effective in improving standards of numeracy; in particular using times tables rockstars with all year 7s and all year 8s, continue using small group intervention for one and half hours a week for student that come in with low numeracy scores, to continue having a 'count on us' club to increase enjoyment in mathematics. In addition to strategies implement last year, gaps will also be address by using maths specific LSAs to support in maths classrooms where low numeracy skills are a concern and use Numeracy Ninjas as a way of increasing practice in year 7 and year 8 students.</p> <p>Literacy To maintain and improve the existing interventions, for example teachers will have an ongoing programme of CPD to improve the outcomes of the Daily DEAR hour. Similarly where gaps have been identified in ks3 students whose lack of basic reading and writing holds them back from curriculum access, additional intervention using scripted literacy programs will be added during enrichment time from September to December and re-evaluated after this time.</p>
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Numeracy Strategies

Aim	Strategy	Cost	Intended impact	Maintaining strategy from last year?	Mid-year review
To improve the speed of times table recall in year 7 and 8 students.	Year 7 and Year 8 complete 10 games of Times Tables Rockstars homework every week,	£94.90 subscription + £36.50 add-on sessions + £30 entry to the "Rock Wrangle"	Students to complete lots of extra times tables practice, and enter into the Rock star Wrangle in 2019.	Yes – all of year 7 and year 8 will be entered into TTRS.	

	to be monitored by head of KS3.				
To improve the numeracy skills of students by having more support in classrooms	Maths specific LSA support in classes with low numeracy skills	Approx. £1,900 within staffing costs		NEW TO 2019-2020	
Improve basic numeracy skills in year 7 and 8 by getting students to practice Numeracy Ninjas	All year 7 and 8 students to complete one numeracy ninjas task each week.	Numeracy Ninjas – free resources Implemented and monitoring by staff – absorbed within staffing costs	Continued high level of basic numeracy across year 7 – year 11	NEW TO 2019-2020	
To increase enjoyment in mathematics	Created a 'Count on Us club' and enter students into the Count on Us Secondary Challenge.	£200 entry fee	Student engagement, enjoyment and entry into the competition.	Yes	
To address the low numeracy skills of students on entry in year 7	Small group intervention with 12 students working with a maths specialist teacher for an extra hour and a half a week.	Approx £1,900 staffing costs	Students to rapidly improve numeracy skills	Yes – this was found to be a really useful strategy for improve students achieving.	

Literacy strategies

Aim	Strategy	Cost	Intended impact	Maintaining strategy from last year?	Mid-year review
To improve reading ability and interest in reading.	Drop Everything and Read Hour. All students (7 – 10) read high interest teen fiction for an hour each morning.	£3000 to resource each group starting on the same text.	Students reach chronological reading age by the end of year 7/8. Each Student to have read a certain number of pages a year as tracked by House coaches.	Yes – but with structural changes. House groups 7-8 and 9 – 10 with different texts.	
To support teachers across subjects in supporting student reading	Weekly CPD on delivering Class reading and CPD on curating text to support students learning through reading across subjects	Absorbed within staffing costs	Weekly drop in observations of DEAR quality show improvements in delivery. Weekly lesson observations show increased use of reading texts to deliver content.	Yes - ongoing CPD has only been intermittently provided previously. This will be more consistent going forward.	
To intervene with students who do not have a level of literacy to access mainstream curriculum and enrichment subjects	English teachers deliver scripted Literacy intervention programs x3 hours year 7 x1.5 hours year 8 : Expressive writing 2	£1,900 Literacy Lead	Accelerated progress as measured by Reading Age tests and benchmark Expressive writing assessments.	Yes – this year x2 hours a week for year 7 and year 8.	
To improve access to high quality and appropriate literature	Build, resource and maintain and in classroom library for students to access at break times	Start-up costs for physical resources and Library software: £2000	All students to have borrowed books and engaged with Librarian. Increased interest in and attitude to reading.	Yes – rollover costs for the library software and continued investment in books. A staff member with dedicated responsibility needed.	