



## Catch Up Premium at King Ecgbert School

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, but catch up students will be those with a score of less than 96) at the end of key stage 2 (KS2).

1a Summary information for previous year, 2015-16					
<b>School</b>	King Ecgbert School			Catch up premium grant per student	£500
<b>Academic Year</b>	2015/16	<b>Total Catch-Up Premium budget</b>	£7,000	<b>Number of pupils in catch-up</b>	14

1b Summary information for current year, 2016-17					
<b>School</b>	King Ecgbert School			Catch up premium grant per student	£500
<b>Academic Year</b>	2015/16	<b>Total Catch-Up Premium budget</b>	£7,000*	<b>Number of pupils in catch-up</b>	TBC*

\* Number of eligible students to be confirmed. The total catch-up premium budget is currently estimated at matching the previous year's figure.

2. Current attainment.
<p>Y7 Maths Students with a KS2 score below level 4 in maths were placed in one of 2 'nurture' with a maximum group size of 9. Predictions suggest that roughly half have made good progress over the year. One student, who made little progress after the first term, attended the resource instead of catch up lessons and has subsequently left the school.</p> <p>Y7 English Students with a KS2 score below level 4 in English were placed in one of 2 'nurture' groups with a maximum group size of 9. Throughout Y7 they made progress and 50% have met the expected level of progress of a student leaving primary school.</p>

### 3. Barriers to future attainment

Students in this group are affected by a combination of the following barriers, making their needs complex

<b>A.</b>	SEND. 85% of the students have Special Educational Needs. Students making least progress in Y7 are SEN M and statemented students.
<b>B.</b>	Disadvantage. 36% of students in this group are PPI (this is above average: 17% of all the year group are PPI)
<b>C.</b>	EAL 56% of students in this group are EAL (this is above average: 23% of all the year group are EAL)

### 4. Impact – strategies using catch up premium 2016-17

<i>Barriers to future attainment</i>	<i>Success criteria/how it will be measured</i>	<i>Actions</i>
Combination of SEND Disadvantage EAL	Maths: plan to use new Y6 test at the end of this year to assess progress  English: improved reading ages of targeted students to enable them to access all areas of the curriculum	Maths: place in small sets for individual attention (max 11 pupils) if scored 96 or less or were not entered for KS2 tests. Following a personalised scheme of work  English: targeted use of Accelerated Reader Literacy intervention teaching

### 5. Allocation of catch up premium funding for 2016-2017 (for c.7% of Y7 cohort)

<b>Description</b>	<b>Cost</b>	<b>Rationale (linked to objectives above)</b>
Accelerated Reader	122	3.5% of cost of Accelerated Reader (used with Y7 and 8)
Community liaison (Family Services)	250	Family engagement to support numeracy
Supervision of homework club at lunch times	250	Supervised study for targeted students currently not completing homework to a standard which supports learning (F)
Extra staffing in Maths	5531	Smaller class sizes for students needing catch up: extra set created in B half to facilitate this
Literacy intervention	847	3.5% of cost of HLTA for Literacy
<b>Total</b>	<b>7,000</b>	

## 6. Review of previous academic year's expenditure (2015-16)

### i. Improved numeracy

Desired outcome	Chosen action/approach	Estimated impact:	Evaluation and next steps	Use of funding
For students to make progress from starting points towards meeting/exceeding L4	Intervention class run by primary specialist for students below L4 in Maths on entry	Students gained confidence in numeracy and made some progress to catch up with peers, however the impact was not enough to repeat this.	The primary specialist shared strategies which will be useful in the future	Primary maths specialist to lead extra intervention classes
	Parental engagement event run by Family services	The event to engage parents in numeracy was well attended and positively received	This will be repeated if logistically feasible	Family services
	Increased staff:pupil ratio	This enables staff to adapt teaching to individual needs (including individual SEND and EAL)	This will be repeated	Staffing (small group size)

### ii. Improved literacy

Desired outcome	Chosen action/approach	Estimated impact:	Evaluation and next steps	Use of funding
For students to make progress from starting points towards meeting/exceeding L4	Increased staff:pupil ratio in literacy groups	Students have made good progress from starting points	This was successful but did not allow for modelling from more able peers. The cost of extra staffing cannot be sustained either. Therefore students will now be taught in mixed ability groups.	Extra staffing in Humanities subjects
	Accelerated Reader	Accelerated Reader progress has contributed to students' reading ages improving across the year, and therefore access to learning in all subjects.	This will be continued as it has been successful.	Accelerated Reader
	Extra literacy lesson (instead of MFL) for this group of students	Opportunity for over-learning of Y6 literacy skills and preparation for joining mixed ability classes.	Literacy lessons will be incorporated into English classes	HLTA for literacy

### lii Transition'/pastoral support (plus improved literacy and numeracy)

Summer school	Staffing of 3 extra days of summer school for most vulnerable students	Helped transition; establishing classroom routines and literacy and numeracy lessons to counter-act effects of 6 weeks break	Although successful there isn't enough funding to repeat this	Contribution to £3000 cost of extra 3 days for 50 vulnerable students
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