



Catch Up Premium at King Egbert 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. Initially, students identified for catch up were those who did not make L3 in their KS2 tests. Since levels were replaced as a progress measure, funding has matched the previous year, rather than being allocated to specific students. For subsequent years we have selected a similar number of students to benefit from the catch up premium (10-16 students) who were the weakest students on entry, all with a combined average score of 90 or less in their KS2 tests. (99 or lower = below expected standard.)

1a Summary information for previous year, 2017-18

School	King Egbert School		Catch up premium grant per student	£500	
Academic Year	2017/18	Total Catch-Up Premium budget	£7,110	Number of pupils in catch-up	14

1b Summary information for current year, 2018-19

School	King Egbert School		Catch up premium grant per student	£500	
Academic Year	2018/19	Total Catch-Up Premium budget	£7,110	Number of pupils in catch-up	13*

* Number of eligible students decided by using KS2 data and baseline testing from English and Maths; 5 students were not entered for KS2 SATs as their teachers did not think they could access them at all. The total catch-up premium budget is currently estimated at matching the previous year's figure.

2. Impact of catch-up 2017-18.

Y7 English. All students have been placed in mixed attainment groups for English. The catch up cohort has been spread across 8 teaching groups and support has been targeted through CIA and ISW (teaching assistant) time. 11/14 made progress last year relative to target. Of the three who did not, 2 made more than a year's progress in their reading ages. 8/14 continue to have targeted additional literacy support twice a week in addition to the main English provision. In the 10 months of monitoring, 10/14 made 10 months or more progress in their reading ages. They will continue to have targeted intervention in Y8 to improve their reading ages.

Y7 Maths. Students are set in Maths. The two lowest sets are smaller to support the learners. Maths TA supports the catch up students within these groups. As a result, there has been accelerated progress: 10 of 16 lowest set students have moved up a set; 3 have moved 2 sets. The Y7 SoL is being written with all needs in mind with a support section, core and depth building on homework. Numicon trialled with one student.

3. Barriers to future attainment

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

A.	SEND. 10/13 of the students have Special Educational Needs; 3 students are registered with the Integrated Resource
B.	Disadvantage. 3/13 (23%) of students in this group are PPI (this is above average: 13% of all the Y7 year group are PPI)
C.	EAL 5/13 (38%) of students in this group are EAL (this is above average: 25% of all the year group are EAL)

4. Strategies using catch up premium 2018-19

<i>Barriers to future attainment</i>	<i>Success criteria/how it will be measured</i>	<i>Actions</i>	<i>Cost</i>
Literacy barriers: students with limited vocabulary and weak literacy skills needed to decode text and infer meaning. This is a barrier to attainment in all subjects.	Accelerated progress of reading ages; impact to be measured after 6 weeks.	Paired reading with 6 th formers. Accelerated Reader 6 week guided reading scheme (EEF trialled strategies) with AC (literacy HLTA) and IR staff to take place in form time in small groups of 3-4.	Proportion of YM salary Proportion of AR cost Proportion of HLTA salary
Numeracy barriers: weakest students struggle to access their Maths lessons because they do not have concrete number skills.	Students are better able to access their maths lessons (measured by staff voice/student progress and ATL data)	6 week numeracy schemes (including times tables rockstars, 'catch-up numeracy' –see EEF - and Numicon) with SK (Maths CIA) and IR staff to take place in form time in small groups of 3-4. Option of extending intervention with 'Connecting Maths Concepts' with intervention out of lessons if first intervention is unsuccessful and subject trial in another MAT school.	Proportion of CIA salary

5. Review of previous academic year's expenditure (2017-18)

Desired outcome	Chosen action/approach	Estimated impact:	Evaluation and next steps	Use of funding
Vulnerable students supported at social times; time used to receive help with homework	HS organised A19 homework club at lunch times	Reduced behaviour points and detentions for lack of homework for targeted students.	TAs are continuing to run the lunch time supervision due to the success of providing support in social time. Restructuring has allowed homework support to be targeted within subjects by CIAs.	TA time (%)
For students to make expected progress from starting points and to close gap with peers who met expected standard at the end of KS2 by improving literacy to access the curriculum in all areas	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. However, catch up students will have additional targeted literacy intervention.	Accelerated Reader (%)
Students of all abilities are able to access the Maths curriculum	Introduction of Numicon (TA) and re-writing of SOL to improve access and over-learning (reducing cognitive load)	Better progress within core maths because basic numeracy skills improved (including steps to help students overcome dyscalculia)	Maths progress results show this was successful; the schemes of work will be further developed and embedded; the CIA will use Numicon in a targeted intervention with catch up students	TA time (%)