

Catch-up premium spending review (2018-2019)

Last year our catch-up funding was £15000. How we spent this money and details of the impact are shown in the table below.

Activity	Rationale/Justification	How impact will be measured	Cost	End of year review
Phase and Transition Leader (Y7)	Year 7 are the only year group to have a Phase Leader only for them (other Phase Leaders manage two year groups). This reflects our understanding of how vital this first year is, especially for those academically who did not make expected progress in Key Stage 2. Our Phase Leader helps to monitor our 'catch-up' pupils and support with the management of providing separate interventions for them. Transition work is also a vital part of the role and regular communication with our Feeder Schools.	Academic progress for those below expected measures between SATs and end of Year 7 assessments.	£5700	45% of those who were below expected standard in Mathematics are now making expected progress. 22% of those who were below expected standard in Reading are now making expected progress. 36% of those who were below expected standard in grammar, spelling and punctuation are now making expected progress.
Summer School	The EEF measures impact at 2 months of additional progress. Invitations for attendance are to be targeted at those we know are likely to fall below expected standards in literacy and numeracy.	Academic progress for those below expected measures between SATs and baseline testing.	£1000	Students and parents responded well to the summer school provision. Academic data will be available soon to review the impact of this on progress in English and Mathematics.
Books and resources	Students who are below expected progress in both literacy and numeracy, sometimes do not access to suitable resources at home. This fund will target identified students who are in need of reading materials and resources. This will also support our other interventions with providing quality resources to aid pupil progress.	Academic progress for those below expected measures between SATs and end of Year 7 assessments.	£500	Books were purchased and distributed to a number of pupils. This included a range of new books at a suitable reading level to extend reading ability of our identified pupils.

<p>SAM Learning Targeted Intervention</p>	<p>SAM Learning enables us to set targeted intervention tasks specifically aimed at 'catch-up' pupils. Fischer Family Trust impact studies have shown that pupils who use SAM Learning make an additional gain in GCSE outcomes of a fifth of a grade.</p>	<p>SAM Learning tracked data.</p> <p>Academic progress for those below expected measures between SATs and end of Year 7 assessments.</p>	<p>£300</p>	<p>Targeted intervention tasks were set and parents were informed. Uptake was low but those who did complete tasks answered questions correctly above 60% of the time. We will pursue this in the future but parental engagement will be vital for it to be successful.</p>
<p>Individual and small group interventions</p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups. This intervention involves small group work with those that most need it, both in and out of the classroom setting.</p> <p>This strategy also supports with the running costs of our Y7 Nurture Group (students follow a separate timetable and are taught by a fixed member of staff in a small group). The EEF highlights evidence for a range of interventions incorporated into the delivery of the nurture group such as small group tuition, reading comprehension strategies, oral language interventions and social and emotional learning. All of these show moderate impact for low cost.</p>	<p>Academic progress for those below expected measures between SATs and end of Year 7 assessments.</p> <p>Progress over time in reading age data.</p>	<p>£7500</p>	<p>28% of pupils who did not make the expected standard at Key Stage 2 were assessed at the end of Year 7 as being on track to reach grade 4 or better (standard pass) in English GCSE. 44% are predicted to achieve a grade 3 or better.</p> <p>22% of pupils who did not make the expected standard at Key Stage 2 were assessed at the end of Year 7 as being on track to reach grade 4 or better (standard pass) in Maths GCSE. 59% are predicted to achieve a grade 3 or better.</p> <p>In our Nurture Group, attendance has been good and progress has been mixed. Engagement in learning has been positive and the small group setting ensures these students have the extra attention they need that would not be possible in a larger class setting. We do not feel that our new cohort of Year 7 pupils require a separate nurture provision but will identify those who require extra support and provide it in lessons and in small-group settings.</p>
		<p>Total Spend</p>	<p>£15000</p>	