

## Catch-up premium 2019-2020

This year, 27 pupils joined us in Year 7 having achieved below expected attainment in Reading, Writing, Grammar, Punctuation and Spelling and Mathematics. Our catch-up funding of £18,735 will be directed towards academic intervention for these pupils, as well as all pupils who attained below the expected standard in each separate aspect of Key Stage Two (KS2) statutory assessment.

Pupils in our Year 7 cohort who did not make nationally expected benchmarks at the end of Key Stage 2 (out of 184 pupils that completed SATs)				
Grammar, Punctuation and Spelling	Mathematics	Reading	Writing	All
53 pupils - 29% of cohort	56 pupils – 30% of cohort	58 pupils – 32% of cohort	44 pupils – 24% of cohort	27 pupils – 15% of cohort

*Our actions will take a three tiered approach to prioritise pupils for intervention:*

Tier 3 – Pupils who attained below the expected threshold in Reading, Writing, Grammar, Punctuation and Spelling and Mathematics assessments at KS2.

Tier 2 – Pupils who attained below the expected threshold in three of the Reading, Writing, Grammar, Punctuation and Spelling and Mathematics assessments at KS2.

Tier 1 – Pupils who attained below the expected threshold in one or two of the Reading, Writing, Grammar, Punctuation and Spelling and Mathematics assessments at KS2.

The table below lays out the main elements of our strategy, along with our rationale/justification for them, consideration of how the impact of them will be measured, and the associated costs involved.

Activity	Rationale/Justification	How impact will be measured	Cost (£18,735 available)
Reading interventions	<p>All Year 7 and Year 8 pupils will focus on reading in one English lesson per week in which they will read books within their zone of proximal development and complete comprehension activities specific to the books they are reading. As their reading age progresses, so will their zone of proximal development. For those pupils in all year groups who require a more intensive programme of support, a range of testing will be used by the Personalised Learning department to diagnose areas for development. Small group interventions will then follow to rapidly progress reading ability. Accelerated Reader will be used to support our interventions.</p>	<p>Academic progress for those below expected measures between SATs and end of Year 7 STAR Reading assessments.</p>	<p>£5700</p>
Numeracy interventions	<p>Numeracy interventions will take place once a week with a specialist Maths teacher with previous experience of teaching in a Primary setting and be planned to take account of question level analysis from Key Stage 2 SATs.</p>	<p>Academic progress for those below expected measures between SATs and end of Year 7 Maths assessments.</p>	<p>£3500</p>
SAM Learning Targeted Intervention	<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. Academic progress for those below expected measures between SATs and end of Year 7 assessments.</p>	<p>£300</p>

Books and resources	Students who are below expected progress in both literacy and numeracy, sometimes do not have 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.	£735
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
Individual and small group interventions	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.	Academic progress for those below expected measures between SATs and end of Year 7 assessments.	£7500
Total Spend			£18735