

## Year 7 Catch Up Premium Strategy Statement

The academy receives additional funding known as the “Year 7 catch up premium” that is provided to support any pupil who did not achieve the expected standard in reading or Maths of a score of 100 in their year 6 SATs at the end of Key Stage 2. The purpose of this funding is to enable schools to deliver additional support in order to raise the progress and achievement of these students. Below is a table detailing a range of the schools provisions, which have been allocated to disadvantaged students - those pupils in year 7 eligible for catch up funding.

1. Summary information					
<b>School</b>	Noel-Baker Academy				
<b>Academic Year</b>	2019-2020	<b>Total catch up premium budget</b>	£17,168	<b>Date of most recent catch up premium review</b>	Oct 2019
<b>Total number of pupils in year 7</b>	126	<b>Number of pupils eligible for catch up premium</b>	50	<b>Date for next internal review of this strategy</b>	January 2020

2. Year 7 catch up premium cohort		
	Number of pupils	KS2 Mean score
<b>Literacy</b>	39	93.9
<b>Numeracy</b>	28	92.8
<b>Literacy and numeracy</b>	17	91.3

3. Desired outcomes		Success criteria
<b>A.</b>	Improved progress and achievement of Year 7 pupils in English.	Year 7 students to show an improvement in results across GL assessment/Reading age and baseline placement tests towards reaching expected standards.
<b>B.</b>	Improved progress and achievement of Year 7 pupils in Mathematics.	Year 7 students to show an improvement in results across GL assessment and baseline numeracy placement tests

towards reaching expected standards.

#### 4. Strategies and Planned expenditure

Year 7 receive 4 hours of Mathematics and 4 hours of English teaching per week as standard. The School assesses the needs of each student who enters the school with a “below expected” in reading and/or mathematics using a number of baseline assessments. Students will then be selected for targeted intervention that is most suitable.

Desired outcome	Chosen action / approach	Success Criteria	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Improved progress and achievement of Year 7 pupils in English.</b>	High quality teaching and learning and staff training ensures that work is suitably differentiated to support the development of reading across the curriculum.	All students are able to access the curriculum and an improvement in students placement/ BAS 3 assessments reading age is seen.	A whole school focus for 2019-20 on Quality First Teaching.  Half termly Quality of Teaching and Learning data e.g lesson observations, learning walks and quality reviews.  Whole staff training on how to develop English within their subjects.	SHW  SLT	Ongoing QA throughout the year.

<p>Direct Instruction intervention programme led by the Specialist teaching staff.</p>	<p>Pupils to show an improvement in their placement/ BAS 3 and GL assessments throughout the year.</p>	<p>Use BAS 3 assessment/placement tests to determine the reading age/ability of students to ensure the correct level of intervention is selected as recommended by the Educational Psychologist.</p> <p>Training provided for the staff members who will be delivering the Direct Instruction programme on administering the baseline assessments and the programme.</p>	<p>SBN</p> <p>SBN</p>	<p>Ongoing Assessment throughout the programme with regular monitoring and tracking of performance.</p> <p><b>Resources =£4378.76</b></p> <p><b>Staffing = Teaching staff £10,911.32</b></p> <p><b>Support Staff support = £4225.26</b></p>
<p>Targeted use of Intervention Leads to support students in accessing the curriculum.</p>	<p>Students to show an improvement in their GL testing and BAS 3 reading age assessments.</p>	<p>Pupils KS2 data and reading age used to identify the appropriate target group.</p> <p>Teaching staff to undergo tailored CPD program to ensure consistent and effective support for students.</p>	<p>SBN</p>	<p>Review at every assessment point.</p> <p><b>Already costed in SEN notional budget</b></p>
<p>Identified reading materials available through the Learning Resource Centre.</p>	<p>Increase in BAS 3 reading age assessments and students identified are provided with additional reading materials.</p>	<p>Learning resource centre (LRC) co-ordinator to lead and monitor. LRC co-ordinator to monitor and track the number of books taken out by students. Identify reading ages of the books to ensure students are accessing the correct material.</p>	<p>JSM</p>	<p>Conduct reading age assessments every term.</p> <p>Monitor what books students are reading.</p>
<p>Use of 'Literacy Prefects to develop skills of year 7.</p>	<p>Targeted students show an improved reading ages.</p>	<p>Lead practitioner for Literacy to monitor and evaluate.</p>	<p>CMawson JLineker</p>	<p>Ongoing</p> <p><b>No cost</b></p>

	Communications lesson once a week in PSHE.	Targeted students to show an improvement in their GL assessments and BAS 3 reading age assessments.	Lead practitioner to train all staff on reading reconsidered strategies.	JLI	Every half term.  <b>No cost</b>
	RIWI literacy intervention led by the Inclusion team.	Targeted students show an improvement in their baseline/BAS 3 reading age assessments throughout the year.	Use BAS 3 assessment/RIWI assessments tests to determine the reading age/ability of students to ensure the correct level of intervention is selected.  Training provided for the staff members who will be delivering the RIWI intervention programme on administering the baseline assessments and the programme.	SBN	Ongoing Assessment throughout the programme with regular monitoring and tracking of performance.  <b>Resources = £100</b> <b>Staffing = £471.30</b>
	Smaller class sizes in English for Year 7 students identified as requiring catch up for reading.	English classes set accordingly to ability with reduced number of pupils in DI groups so they can get more teacher time and support.	Class sizes kept to the minimum number of 14 pupils in a Direct Instruction class. When students are in English curriculum lessons there will be an additional member of staff timetabled to support students.	SBN	Ongoing Assessment throughout the programme to ensure that students are placed correctly in the DI groups.  <b>Staffing = Teaching staff £10,911.32</b>  <b>Support Staff support = £4225.26</b>

	Reading resource packs are provided for all catch up cohort students for use at home with parents/carers	Targeted students show an Improvement	The pack contains a selection of English resources to work through, keywords and a book to read and some stationery. Answer booklet for parents to support them in literacy.  Parental engagement – English lesson for parents and their child to attend A/S.	CTW CMW	<b>£390</b>
	Tutors to call home and arrange appointments with parents/ and carers of all catch up cohort students prior to parents evening.	All parents/carers of catch up pupils attend the parents evening.  Parents/carers feel confident in supporting their child at home.	Tutor to discuss ways in which parents can support pupils with reading at home. e.g Bitesize, and informing parents to read everything and anything with child, explaining that this does not just have to be a book but magazines, signs leaflets	Year 7 and 8 Tutors	Identifying the numbers of Catch-Up premium parents/carers that attended after an event.
	Targeted intervention/Thinking reading	Targeted students show an Improvement in their RA/GL assessment.	Regular analysis of progress data is undertaken to ensure students are receiving appropriate and successful interventions.  Interventions are delivered by a highly trained member of staff from the Inclusion Team.	SBN	<b>Total cost of resources and training = £12,201</b>  <b>Staffing costs = £3676.14</b>
	Ensure clarity of Catch Up premium students across all staff.	Teachers are able to identify students who are catch up premium and are offering the required support in and out of lessons.	During department meetings Curriculum Directors to highlight the Y7/8 CUP students which teachers need to focus on.  Teachers are supporting students effectively in their lessons.	JLI	<b>No Cost</b>

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Success Criteria</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
------------------------	---------------------------------	-------------------------	--	-------------------	---

<b>Improved progress and achievement of Year 7 pupils in Mathematics.</b>	Direct Instruction intervention programme led by the Student Support Team.	Use of Placement assessments throughout the year to baseline, monitor and track students' progress.  Pupils to show an improvement in their GL assessment results.	Use of placement tests and GL assessment to determine the ability of students to ensure the correct level of intervention is selected.  Training provided for the staff members who will be delivering the Direct Instruction programme on administering the baseline assessments and the programme.	SBN	Ongoing assessment throughout the programme with regular monitoring and tracking of performance.  <b>Resources= £3438.76</b> <b>Staffing = £10,569</b>
	Targeted use of Teaching Assistants and Learning Mentors to support students in accessing the curriculum.	Students to show an improvement in their performance in the GL assessment tests at the end of the year.	Pupils KS2 data used to identify appropriate target group.  TA's to undergo tailored CPD program to ensure consistent and effective support for students.	SBN	Beginning and the end of the year.  <b>Already costed in SEN notional budget</b>
	Targeted ICT 'Mathswatch' tasks accessed in and out of school and tailored to ability level.	Students to demonstrate an improvement in Numeracy.	Parental communication. Clear guidance for students to ensure effective and consistent use.	DGR	Every term.  <b>Costed in Maths Budget</b>
	Ensure clarity of Catch Up premium students across all staff.	Teachers are able to identify students who are catch up premium and are offering the required support in and out of lessons.	During department meetings Curriculum Directors to highlight the Y7/8 CUP students which teachers need to focus on.  Teachers are supporting students effectively in their lessons.	DGR	<b>No Cost</b>
	Numeracy resource packs are provided for catch up cohort students for use at home with parents/carers and	Students to demonstrate an improvement in GL assessment for Numeracy.	The pack contains a selection of Maths resources to work through, multiplication grid, a hundred square, a whiteboard a small clock with movable hands, a	NBR	<b>£140</b>

	improve parental engagement.		<p>target board to practise times tables and some stationery.</p> <p>Additional packs for use in the classroom are available.</p> <p>Answer booklet for parents to support them in maths.</p> <p>Parental engagement – Maths lesson for parents and their child to attend A/S.</p>		
	Implementation of a peer tutoring programme involving 'Most Able' Year 10 students in Maths and Year 7/8 students.	Improved numeracy for Year 7 and Year 8 students through the use of a Peer Mentoring Programme.	Specialist Maths staff working with the students to ensure a tailored and structured peer tutoring programme that supports pupils.	DDR	<b>No Cost</b>
<b>Total Cost = £50,500.96 (£33,332.96 will be covered through SEN notional budget)</b>					