

Year 7 Catch-up Premium Strategy 2017-18 for Park Lane Academy



| Background information | | | | | | | |
|---|---|-------------------|---------------|-------------------------------|-------------------|----------------|---------------|
| Document date | | September 2017 | | Date of next review | | January 2018 | |
| Total Y7 Catch-up budget in 2017-18 | | £14,284 | | Staff member(s) responsible | | Becky Ahmed | |
| Number of Y7 Students who did not meet KS2 expectations | Disadvantaged % | Male % | Female % | No. of CLA | HA % | MA % | LA % |
| Maths – 48 students | 30/55 = 54.5% | 32/64 = 50% | 16/51 = 31.4% | 0 | 1/42 = 2.4% | 24/50 = 48% | 23/23 = 100% |
| Reading – 59 students | 32/55 = 58.2% | 42/64 = 65.6% | 17/51 = 33.3% | 0 | 2/42 = 4.8% | 35/50 = 70% | 22/23 = 95.7% |
| GPS – 55 students | 32/55 = 58.2% | 38/64 = 59.4% | 17/51 = 33.3% | 0 | 0/42 = 0% | 32/50 = 64% | 23/23 = 100% |
| Qualification for Year 7 Catch-up Premium | 2017 2018 | | | 2016 2017 | | | |
| | Number of Students | Funding Allocated | | Number of Students | Funding Allocated | | |
| Number of students who did not achieve the expected standard in Maths | 48 | £14,284 | | 31 | £13,214 | | |
| Number of students who did not achieve the expected standard in Reading | 59 | | | 30 | | | |
| Number of students who did not achieve the expected standard in Maths and Reading | 55 | | | 24 | | | |
| Barriers to learning identified by the academy | | | | 2017 2018 RAG Progress Review | | | |
| | | | | Autumn | Spring | Summer | |
| A | Students have low reading ages so therefore do not meet the KS2 expected standard in Reading (102+). (Ref: O2 - O3, T2- T4 in Academy Improvement Plan) | | | Y – 38% N - 62% | Y – % N - % | Y – % N - % | |
| B | Students do not meet the KS2 expected standard in Mathematics. (Ref: O3, T2-T4 in Academy Improvement Plan) | | | Y – 50% N - 50% | Y – % N - % | Y – % N - % | |
| C | Students do not meet the KS2 expected standard in both Reading or Mathematics. (Ref: O2 - O3, T2- T4 in Academy Improvement Plan) | | | Y – 45% N - 55% | Y – % N - % | Y – % N - % | |
| D | Students' attendance is below the National average. (Ref: P1, O4 in Academy Improvement Plan) | | | Y – 56% N - 44% | Y – % N - % | Y – % N - % | |

| Desired outcomes | | Key Performance Indicators | Evidence used |
|------------------|---|---|---|
| A | <ul style="list-style-type: none"> ▪ Improved reading ages ▪ Improved progress in English in line with expectations | The % of students making expected progress in English is the same, or higher, than that for other students. | <ul style="list-style-type: none"> ▪ Student Assessment data ▪ Monitoring of T&L standards records ie. lesson observations, learning walks, work scrutiny ▪ Standing item of English departmental meeting agenda ▪ Whole school literacy CPD records ▪ Termly reading data reports |
| B | Improved progress in Maths in line with expectations | The % of students making expected progress in Mathematics is the same, or higher, than that for other students. | <ul style="list-style-type: none"> ▪ Student Assessment data ▪ Monitoring of T&L standards records ie. lesson observations, learning walks, work scrutiny ▪ Standing item on Maths departmental meeting agenda ▪ Whole school numeracy CPD records |
| C | Improved progress in Maths and English in line with expectations | The % of students making expected progress in English and Maths is the same, or higher, than that for other students. | <ul style="list-style-type: none"> ▪ As above |
| D | Improved students' attendance in line with other students and closing the gap to the National average | Student's attendance is the same, or higher, than that for other students. | <ul style="list-style-type: none"> ▪ SIMS attendance data. ▪ Records of home visits made to PA students ▪ Records of FPN and impact – case studies |

| Planned expenditure | | | | | | | |
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| Desired outcome (A-D) from above | Strategy and cost | What is the evidence and rationale for this strategy? | Quality teaching for all (Y/N) | Targeted support (Y/N) | How will you ensure it is implemented well? | Staff lead | When will you review the effectiveness of this strategy? |
| <p>A</p> <p>Improved reading ages</p> <p>Improved progress in English in line with expectations</p> | <p>Appointment of a Director of Literacy to coordinate the improvement of whole school literacy so every teacher is a teacher of literacy.</p> <p>£41,310</p> | <p>Due to a staffing restructure, whole school literacy needs to be focus for the school.</p> | Y | Y | <p>Y7 Catch-up embedded as a standing item on faculty meeting agenda.</p> <p>Half termly meetings to discuss progress and interventions for each student. Report Y7 Catch Up to SLT and Governors.</p> <p>Via induction packages and Trust wide conference, training on KS2 expectations including R,W, C and N.</p> <p>QA of literacy strategy effectiveness through lesson observation, learning walks, work scrutiny and student voice.</p> | LCN/AUL | <p>Monthly review of KPIs at senior and middle leader levels.</p> |
| | <p>Implement literacy strategies including homework</p> | <p>EEF Links: 11, 25</p> | Y | N | <p>1 lesson a week in KS3 English dedicated to reading and comprehension in the LRC</p> <p>Preparatory reading to become homework to enable students to have a better understanding of terminology in advance of the lesson.</p> | AUL | |
| | <p>Year 7 Bookshop Trip – to purchase books and explore their own reading preferences.</p> | <p>EEF Links: 2, 25</p> | N | Y | <p>Improved views towards reading, based on student voice.</p> <p>Increase in rates of borrowing from our own library</p> <p>Through choosing and owing their books, students will engage with reading for pleasure.</p> | AUL | |
| | <p>1:1 and small group reading and comprehension support via a reading programme. E.g. Lexia</p> <p>£41,255</p> | <p>EEF Links: 17, 25, 30</p> | N | Y | <p>Improved comprehension skills</p> <p>Improved confidence and enjoyment.</p> | AUL | |

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| | Accelerated reader programme – 3 x 20 minutes per week. £4,303 | EEF Links: 25 | Y | N | Improved comprehension skills Improved confidence and enjoyment. Measured through accelerated reading tests. | AUL / SENCo | |
| | Test reading ages 3 times a year £4,950 | | | | Using NGRT, results show an increase in reading and comprehension age. | AUL | |
| | Strategies specifically for SEN e.g. dyslexia, phonics, Lucid screener, Yes We Can Read, 'Toe by Toe' etc. | EEF Links: 23, 30, 34 | N | Y | Targeted students' rates of progress in English is accelerated. | AUL | |
| B Improved progress in Maths in line with expectations | Numeracy coordinator to lead on the Mathematics action plan for Y7 Catch up | A subject specialist must be the person to lead on this area to support the targeted students. | y | Y | Y7 Catch-up embedded as a standing item on faculty meeting agenda. Half termly meetings to discuss progress and interventions for each student. Report Y7 Catch Up to SLT and Governors. | LCN | Monthly review of KPIs at senior and middle leader levels. |
| | Parental Guide for KS3 maths – overview of content, common strategies for the four operations, ways to help at home and offering further support – to be handed out at start of term. Cost £100 | EEF Link: 20 To ensure parents have an understanding of the expectations of their child. | N | Y | Increased levels of parental confidence, engagement and effective communication based on parent voice. | MAL | |
| | 'Numeracy Ninja' programme at the beginning of every lesson, | EEF Link: 12 | | | Record students' progress every lesson. Teacher review of progress intervention implemented and evaluated. | MAL | |
| | Use of technology e.g. Hegarty Maths to motivate students and target weaknesses. | EEF Links: 6, 11, 12 | | | Regular teacher review of progress, intervention implemented and evaluated. Coordinator to track progress and quality assure. | MAL | |
| C Improved progress in Maths and English in line with expectations | Whole school CPD programme to include differentiation, making rapid progress, demonstrating progress and effective directed questioning, marking and feedback. Non-negotiables will be consistently embedded in order to meet the needs of all students. | To ensure all students' learning needs are catered for. | Y | Y | All CPD will be adopted as non-negotiables in classroom expectations and quality assurance schedules. 3 twilight CPD sessions on strategies to improve T&L for UPA students. Non-negotiables will be embedded in staff performance management objectives. Support given to staff judged as inadequate or requires improvement. | LCN | Monthly review of KPIs at senior and middle leader levels. |

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| | CPD for staff to up skill teaching and learning for students with SEN. | Ensure staff can share what works well and keeps staff up to date on learning needs. | Y | Y | A training audit will be completed for all teaching support staff and training plan put in place. Weekly pastoral briefing to share good practice and highlight learning needs. | SWS | |
| | Re-establish our transition process at SLT level to close the gap and increase understanding of KS2 expectations. £678 | Ensure staff are aware of increased expectations in order to close the gap at KS3. | Y | N | Strategic transition programme developed by SLT. Collaborative work with Primary Heads re scrutiny of Y7 SoLs – embedded into academic calendar | RAD | |
| | Math and English to provide half termly newsletter for parents on how they can help their child in response to parental feedback questionnaire. | EEF Link: 20 | Y | Y | Increased levels of parental confidence and engagement. Improved levels of communication between staff, students and parents/carers Reading and maths supported through extending the learning at home; parents know the expectations and can monitor this resulting in more rapid progress | AUL/MAL | |
| | Y7 transition group to be established and taught by a recruited Primary School teacher in September 2019 (Funding to come from 2018/2019 budget) | EEF Links: 23, 24, 25, 26, 30, 31, 34 | N | Y | Rates of progress to increase in English and Maths. | LCN/AUL | |
| | Nurture provision for students who need additional support in literacy and numeracy. | EEF Links: 29, 30 Ofsted 2011 report shows nurture groups work well when well-led and well taught. | Y | Y | Employ an additional two HLTAs to deliver the Nurture curriculum. HoDs will QA the delivery of the lesson content. | AUL/MAL | |
| | Tracking, data and intervention software (SISRA) – contribution. | EEF Link: 6 | Y | N | Teachers and curriculum leaders are provided with improved analysis of Y7 Catch-up students so they can target intervention leading to improved progress. | RAD | |
| | Collaborate within the primary schools in the MAT to establish primary literacy expectations. | EEF Links: 21 | Y | N | Peer readers will be established to support appropriate students. All staff and peer readers will receive phonics training. | AUL/ ? | |

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| | | | | | Subject staff visits to primary schools. Collaborative work with Primary Heads re scrutiny of Y7 SoLs – embedded into academic calendar | | |
| | GL English assessment for Year 6 on transition day to identify strengths and weaknesses early | EFF Link: 29 Ensure staff are aware of increased expectations in order to close the gap at KS3. | Y | Y | Re-visit SoWs, starting with Year 7, to ensure progress is accelerated and to avoid repetition – Ebac staff will work collaboratively with Moor End Academy staff on SoLs, assessment, | RAD | |
| D Improved students' attendance in line with other students and closing the gap to the National average | Staffing restructure to support attendance and behaviour. | Capacity for improvement needs building in order to further improve attendance and parental engagement. | N | Y | Increased number of home visits made to PA students Utilise the school mini bus for collection of students with poor attendance. Review of behaviour policy. | LCN/SWS | Monthly review of KPIs at senior and middle leader levels. |
| | Outreach work including phonics training and workshops on CV writing | EEF Links: 23, 20 Parental involvement study shows the impact can be 3 months progress. | Y | Y | Parent voice questionnaire positive feedback | SWS | |
| | Rewards based system to be re-established reflecting attendance as a focus. | Encourage students to attend school in order to improve learning. | Y | Y | Students hitting attendance triggers will be placed on catch up after school intervention programme as part of home/school contract Student voice questionnaire positive feedback. | SWS | |
| Total budgeted cost | | | £92,596 | | | | |

Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust - EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers an extensive range of topics, each summarised below in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

| Approach | Cost Estimate | Evidence Rating | Potential Gain | Summary |
|-----------------------------------|---------------|-----------------|----------------|---|
| 1 Arts participation | £ £ | ★ ★ ★ | + 2 Months | Low impact for low cost, based on moderate evidence. |
| 2 Aspiration interventions | £ £ £ | ★ | 0 Months | Very low or no impact for moderate cost, based on very limited evidence. |
| 3 Behaviour interventions | £ £ £ | ★ ★ ★ ★ | + 4 Months | Moderate impact for moderate cost, based on extensive evidence. |
| 4 Block scheduling | £ | ★ ★ | 0 Months | Very low or negative impact for very low cost, based on limited evidence. |
| 5 Collaborative learning | £ £ | ★ ★ ★ ★ | + 5 Months | High impact for very low cost, based on extensive evidence. |
| 6 Digital technology | £ £ £ | ★ ★ ★ ★ | + 4 Months | Moderate impact for moderate cost, based on extensive evidence. |
| 7 Early years intervention | £ £ £ £ £ | ★ ★ ★ ★ | + 5 Months | High impact for very high cost, based on extensive evidence. |
| 8 Extended school time | £ £ £ | ★ ★ ★ | + 2 Months | Low impact for moderate cost, based on moderate evidence. |
| 9 Feedback | £ | ★ ★ ★ | + 8 Months | Very high impact for very low cost, based on moderate evidence. |
| 10 Homework (Primary) | £ | ★ ★ | + 1 Month | Low impact for very low cost, based on moderate evidence. |

| Approach | Cost Estimate | Evidence Rating | Potential Gain | Summary |
|--|----------------------|------------------------|-----------------------|--|
| 11 Homework (Secondary) | £ | ★ ★ | + 5 Months | High impact for very low cost, based on moderate evidence. |
| 12 Individualised instruction | £ | ★ ★ ★ | + 2 Months | Low impact for very low |
| 13 Learning styles | £ | ★ ★ | + 2 Months | Low impact for very low cost, based on moderate evidence. |
| 14 Mastery learning | £ | ★ ★ ★ | + 5 Months | High impact for very low cost, based on moderate evidence. |
| 15 Mentoring | £ £ £ | ★ ★ ★ | + 1 Month | Low impact for moderate cost, based on moderate evidence. |
| 16 Meta-cognition and self-regulation | £ | ★ ★ ★ ★ | + 8 Months | High impact for very low cost, based on extensive evidence. |
| 17 One to one tuition | £ £ £ £ | ★ ★ ★ ★ | + 5 Months | High impact for high cost, based on extensive evidence. |
| 18 Oral language interventions | £ | ★ ★ ★ ★ | + 5 Months | High impact for very low cost, based on extensive evidence. |
| 19 Outdoor adventure learning | £ £ £ | ★ ★ | + 3 Months | Moderate impact for moderate cost, based on limited evidence. |
| 20 Parental involvement | £ £ £ | ★ ★ ★ | + 3 Months | Moderate impact for moderate cost, based on moderate evidence. |
| 21 Peer tutoring | £ | ★ ★ ★ ★ | + 5 Months | High impact for very low cost, based on extensive evidence. |
| 22 Performance pay | £ £ | ★ | 0 Months | Low or no impact for moderate cost, based on very limited evidence. |
| 23 Phonics | £ | ★ ★ ★ ★ ★ | + 4 Months | Moderate impact for very low cost, based on very extensive evidence. |

| Approach | Cost Estimate | Evidence Rating | Potential Gain | Summary |
|--|----------------------|------------------------|-----------------------|--|
| 24 Physical environment | £ £ | ★ | 0 Months | Very low or no impact for low cost based on very limited evidence. |
| 25 Reading comprehension | £ | ★ ★ ★ ★ ★ | + 5 Months | High impact for very low cost, based on extensive evidence. |
| 26 Reducing class size | £ £ £ £ £ | ★ ★ ★ | + 3 Months | Low impact for very high cost, based on moderate evidence. |
| 27 Repeating a year | £ £ £ £ £ | ★ ★ ★ ★ | - 4 Months | Negative impact for very high cost based on extensive evidence. |
| 28 School uniform | £ | ★ | 0 Months | Very low or no impact for very low cost, based on very limited evidence. |
| 29 Setting or streaming | £ | ★ ★ ★ | - 1 Months | Negative impact for very low cost, based on moderate evidence. |
| 30 Small group tuition | £ £ £ | ★ ★ | + 4 Months | Moderate impact for moderate cost, based on limited evidence. |
| 31 Social and emotional learning (SEAL) | £ £ £ | ★ ★ ★ ★ | + 4 Months | Moderate impact for moderate cost, based on extensive evidence. |
| 32 Sports participation | £ £ £ | ★ ★ | + 2 Months | Moderate impact for moderate cost based on moderate evidence. |
| 33 Summer schools | £ £ £ | ★ ★ ★ ★ | + 2 Months | Moderate impact for moderate cost based on extensive evidence. |
| 34 Teaching assistants | £ £ £ £ | ★ ★ | +1 Months | Very low or no impact for high cost, based on limited evidence |

Year 7 Catch-up Premium Strategy Review of Expenditure 2016 2017

| Review of expenditure | | | | | |
|---|--|--|---|-------------------------------|-------------------|
| Previous Academic Year | 2016-2017 | Y7 Catch Up funding for 2016-17 | £13,214 | Number of students | 27 |
| Desired outcome | Strategy | Impact Evidence | Lessons learned | Continue into 2017-18? | Final cost |
| Barrier: Students do not meet the expected level at KS2 so are starting KS3 at a lower level than other children. | | | | | |
| Desired Outcome: Students are working at the same level or higher than that of their peers. | Research and evidence based action plans created by the lead staff in maths and English. | Y7 Catch-up students kept as a standing item on faculty meeting agendas. | | N | £1,046 |
| | Close monitoring of data and evaluation of strategies. | Evidence from regular monitoring of T&L after each data point, book scrutiny and student voice. Parents directed to additional resources on how to help their child. Literacy starters purchased which students state were helpful. Some students received a subscription to a magazine of their choice to further support their needs. | | Y | |
| | Fortnightly meetings with lead staff and SLT link. | Minutes from meetings show lead staff were challenged and supported. | Monthly meetings between SLT link and barrier leaders to review KPIs. | Y | |

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|--|--|---|---|---------------------------------|---------|
| | Via support from the Trust, research GL assessment as a tool to identify accurately students ability on entry to the school. | GL assessment was done with current Y7, plus our new Y7 intake on transition day. Head of English, maths and Science now have detailed report on the strengths and weaknesses of each individual and of the cohort as a whole. Schemes of work have been adapted accordingly. | | Y | £2,700 |
| | Creation of a Year 7 Nurture Group to be taught just over 50% of lessons in a primary school style setting. | Evidence shows that this strategy was not effective a 57% are still below target. | Monitoring of this group needs to be more rigorous – a new HLTA will take this group to work on intense numeracy and literacy and some science. Heads of department will have more accountability for the progress of this group. | Y | |
| | Corrective reading programme. | Data shows that the impact of this strategy is... | Research and identify an alternative reading programme e.g. Lexir. | Y | £12,522 |
| | Recruitment of primary school teacher to teach Catch-up students in maths and English. | Due to personal issues, the staffing of this class was changed in October 2016. 70% of students in English are now on track; 79% of students in maths are now on track. | | Y Planned for September 2019 | £20,172 |
| | Additional homework booklets given to students to complete. | 70% of students in English are now on track; 79% of students in maths are now on track. | Change of homework policy to encourage students to prepare in advance of their lesson and to familiarize themselves with terminology and context. | N | |
| | Targeted interventions in place after each data point. | 70% of students in English are now on track; 79% of students in maths are now on track. | | Y | |

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| Total costs | £36,440 |
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