

### **Catch-up Premium Statement 2018-19**

The literacy and numeracy catch-up premium gives state-funded schools additional funding to support Year 7 students who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2).

In 2018-2019 the funding allocation for Haileybury Turnford to support the students' eligible for Catch-Up Premium is £13,684.

At Haileybury Turnford the Catch-Up Premium grant is clearly identifiable within the school budget and the impact of interventions is monitored. The school is accountable for how it uses the additional funding to support the achievement of eligible students and the Principal reports to the governing body and parents on how effective the interventions have been in achieving its aims.

### **OBJECTIVE**

The objective at Haileybury Turnford is to ensure that these students make the rapid and sustained progress necessary to bridge the gap to their peers. We aim to accelerate the progress of these students by ensuring that their individual needs are met.

### **BARRIERS TO FUTURE ATTAINMENT 2018-2019**

<b>IN SCHOOL BARRIERS</b>	
A.	Levels of literacy on entry in Year 7 are lower for Catch-Up students, especially for reading and writing which prevents them from making good progress in Year 7
B.	Levels of maths mental arithmetic skills on entry in Year 7 are lower for Catch-Up than for other students, which reduces progress in maths in Year 7
C.	A high prevalence of social and emotional problems which produces barriers to progress which need to be overcome
<b>EXTERNAL BARRIERS</b>	
D.	Lower levels of engagement with prep outside of school
E.	Parental barriers to reading, literacy and numeracy to support their child
F.	Access to resources as a significant number of students are also eligible for Pupil Premium

### **OVERALL STRATEGIES TO OVERCOME BARRIERS**

Strategies to meet the needs of students eligible for Catch-Up Premium at Haileybury Turnford are informed by academic research (principally from the findings of Sutton Trust research). The school assesses the individual needs of eligible students, and spends the funding allocation on targeted support through:

- One-to-one and small group tuition in English and mathematics delivered by Link workers (the "SNIP" Programme – run during form time for targeted students). The SNIP Literacy Programme was developed by qualified dyslexic tutors, it is aimed at increasing reading and spelling and uses the primary high frequency words (HFW). The programme is appropriate for students with standardised literacy scores of 80 or less, who have already been exposed to effective phonic/literacy teaching but are still struggling. The programme approaches literacy acquisition at the word level and addresses the gaps in phonics knowledge through the application of analytic phonics, it provides a high level of over-

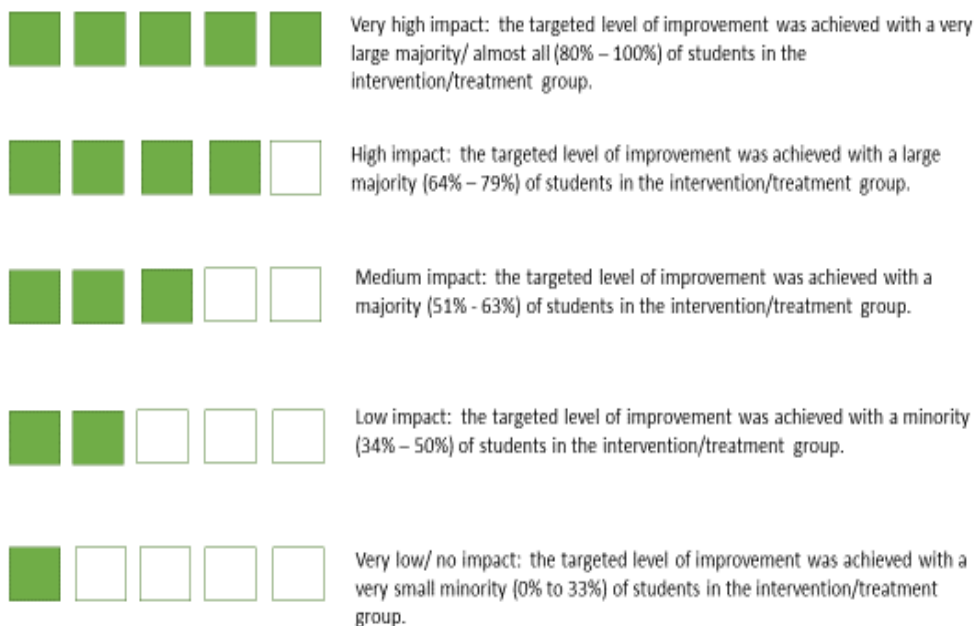
teaching – absolutely key to ensuring recognition and fluency. The programme is delivered 1:1, twice a week for 20 minutes in the Flex centre.

- Additional after school catch-up sessions, specifically in English and Maths. Catch up Literacy sessions are delivered by the YAC who has been trained in the accelerated reader programme. Catch up Maths is delivered by the Assistant Principal responsible for KS3 including the use of PIXL Wave materials. Both sessions are delivered for 1 hour per week after school. The Maths target group is not the same group as listed below for the SENCO dedicated maths group.
- A targeted Year 7 Maths group taught by our SENCO selected on their KS2 Scores and standardised testing at the start of KS3. The SENCO has a dedicated Maths programme designed to bridge the gap from KS2 based around the Question Level Analyse received from Analysing Schools Performance.
- A specific and discrete scheme of learning in English through Year 7 and Year 8. All groups are mixed ability and have a range of scaffolding and stretch and challenge.
- Dedicated Library time on timetables that enable Year 7 and 8 students to read individually, collectively, and for pleasure. The Library time also encompasses a range of activity booklets including a range of literacy tasks for comprehension.
- High quality classroom provision for the teaching of reading and mathematics.
- Increased use of online platforms to support engagement with prep.
- In school programmes to overcome social and emotional barriers to learning.
- Parental engagement through parent forum sessions and information evenings.

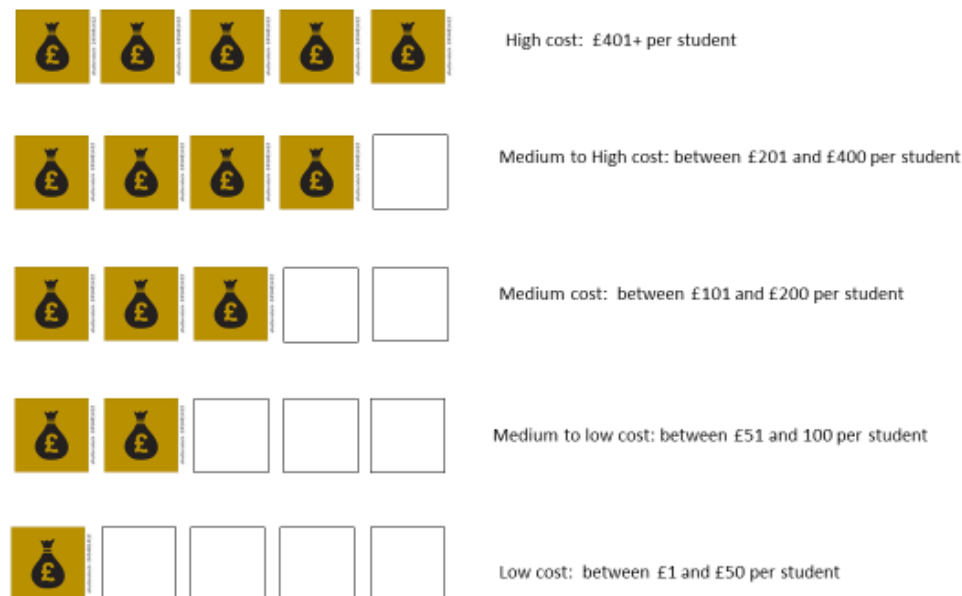
<b>Catch Up Premium Strategies</b>	<b>Cost</b>	<b>Intended outcome</b>
Link workers staffing for SNIP Literacy programme	£567	Students achieve at least expected target grade by end of year in all subjects
SENCO and Link workers staffing for the dedicated Maths group	£8,410	Students achieve at least expected target grade at the end of Year 7
YAC / Assistant Principal delivery of “the LIT programme” and “PIXL Wave” and associated costs of enrolment and provision	£3,686	Students achieve at least expected target grade in English and Maths at the end of Year 7
KS3 Maths curriculum development	£1,200	Students achieve at least expected target grade by end of year in maths
KS3 English curriculum development	£1,200	Students achieve at least expected target grade by end of year in English
<b>TOTAL</b>	<b>£ 15,063</b>	

## Impact July 2019



### Impact measurement:







### Cost of Intervention:



## Evaluation

Intervention	Description	Measure	Impact vs cost per student	Evaluation	Recommendation
Snip literacy	One-to-one and small group tuition delivered by Link workers, it is aimed at increasing reading and spelling. The programme is appropriate for students with standardised literacy	All students who achieved a standardised score of 95 or less will be take part in the SNIP programme with	 	75% of students who were below the standard improved their reading age at a faster than expected rate 65% of those students who had standardised	Continue the SNIP literacy programme throughout 2019/20 via the Flex team delivering this during form time. Students targeted will be those

	scores below the expected level. The programme is delivered 1:1, twice a week for 20 minutes in the Flex centre.	reading ages improving between the initial test score in September and the final test score in July		SPAG scores below what was expected at KS2 improved their spelling and reading ages by 1.2 years	who at KS2 did not meet the required standard in English / SPAG. Students will be expected to make greater SPAG and reading age gains their those who met the standardised score
Library reading lesson	Students in Years 7 have one focused library lesson based on reading and vocabulary development and led by the Librarian. Focus on PP students reading books regularly.	All students read at least 1 book a term over the year.	 	Not all students were timetabled with the librarian for these lessons. The average number of books read was 3.	Maintain the intervention and ensure all Year 7 have Librarian-led lessons. Introduce a Reading Passport to motivate reading with certificates and prizes. Ensure termly monitoring by the Librarian to meet next year's target measure that all students read a minimum of 3 books over the year.
YAC and Assistant Principal after school intervention	Catch up Literacy sessions are delivered by the YAC / AYAC who has been trained in the accelerated reader programme. Catch up Maths is delivered by the Assistant Principal responsible for KS3 including the use of PIXL Wave materials. Both	Students to improve their reading and SPAG ages. Students to improve their areas for development from KS2 Maths outcomes	 	Students in the Literacy sessions made good progress with 75% of students improving their reading ages and performing well in the standardised tests in the summer improving their reading age by over 1.2 years. The PIXL wave	Literacy intervention strategy to be reviewed whole school. Numeracy intervention to be reviewed whole school in conjunction with the Director of Maths to create a coherent

	sessions are delivered for 1 hour per week after school. The Maths target group is not the same group as listed above for the SENCO dedicated maths group			programme was more costly to deliver with 60% of students improving their Geometry scores when compared to their KS2 test and 100% improved their addition / subtraction / division and multiplication scores	programme of intervention.
Year 7 Numeracy support (AKE)	A small group of students who came into school well below the expected standard were selected to join a group run by the SENCO, who is also a maths teacher.	All students who did not meet the KS2 standard are expected to meet their target grades by the end of the year		Student progress was mixed. 9/18 students met their target grades at the end of Year 7. The remaining 9 students did not achieve a grade and are working at foundation level	Change the intervention. For 2019-20 students below the standard from KS2 are taught by a new KS2 teacher employed from a local primary school to help bridge the gap in skills and knowledge.
Parental engagement	Parental engagement through parent forum sessions and information evenings	100% of parents for those targeted as being well below the standard would take part in a series of literacy and numeracy sessions to encourage learning at home		Parents failed to engage with the school. Of the 20 parent and family groups invited to our "dads and lads" and our "deep read" sessions only 2 families showed up.	The Assistant Principal in conjunction with the new KS2 teacher will build a programme to encourage those families from backgrounds where learning is not a priority to engage with the school. The majority of families invited were also PP students