

Catch-up Premium Strategy Statement: 2019-20

Catch-up numbers 2019-20

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 2019-2020 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.

Category	Reading		Maths	
	Students	Percentage	Students	Percentage
Below standard 80-99	44	33%	42	31%
Above standard 100-120	86	64%	89	66%
Significantly below standard 80-89	11	8%	10	7%
Significantly above standard 110-120	22	16%	23	17%
No KS2 Scores	5	4%	4	3%
Cohort	135		135	

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.

Reading, writing and mental arithmetic skills are lower for catch-up pupils than for other students. It is often the case that these students are also impacted by social and emotional problems which they need support with. Students below the standard at KS2 also have lower engagement with homework outside of school as well as having parental barriers present in supporting their child to improve their reading, literacy and numeracy. Access to resources outside of school is limited in some cases which further reduces their ability to bridge the gap in their KS2 standard deficit.



Catch-up Premium Strategy Statement: 2019-2020

School	Haileybury Turnford				
Academic Year	2019-20	Total catch-up premium	£13,684	Students below the standard in:	
				Maths	42 (31%)
				Reading	44 (33%)

1. Barriers to future attainment (for students eligible for PP)

In-school barriers

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.	Identification of those below the standard are accurate and shared with staff so that accurate targeting of in class resources and differentiation is acted on.

External barriers

D.	Access to resources as a significant number of students are also eligible for Pupil Premium (15% of those who did not meet the standard) Low levels of aspiration, resilience and study skills which lead to low confidence
E.	Parental barriers to reading, literacy and numeracy to support their child

2. Desired outcomes

Success criteria

A.	Students whose reading ages are “below the standard” see their reading ages improve through regular reading both in class and for pleasure during Year 7.	All KS3 Year 7 Students read 2 books per term 100% of students at the end of Year 7 who came in “below the standard” for reading see their reading ages advance by 2 years in Year 7 as tested by flex between the start and the end of the year
B.	Students whose Maths skills are “below the standard” see their numeracy skills improve during Year 7	100% of students at the end of Year 7 who came in “below the standard” in Maths have made the Haileybury Turnford expected standard in Maths by the end of Year 7. 100% of students who came in “below the standard” in Maths have completed all homework due for Maths and attended 50% of offered Year 7 homework club opportunities in the Maths department

C.	Students who came in below the standard are identified accurately by the school and shared with staff so that correct support can be offered to students. Parental engagement is made to encourage parents to support both the school and the child to close the gap from KS2	100% of staff are aware of those Year 7 students who come in below the standard in Reading and Maths and are supporting them in lesson 100% of those identified as below the standard have their parents contacted by YAC/AYAC/AP during each half term to discuss any barriers to education and help parents to become engaged with the school. 100% of those identified students have a positive phone call home by Christmas.
D.	Students resilience is improved through a range of in school activities and access to particular resources that help students to complete homework including access to computers and specialist support	100% of those students identified as “below the standard” in Reading and Maths attend 1 homework club each week on a Tuesday or Thursday. 100% of those students identified as “below the standard” in Maths take part in 1 lunch time homework club for Maths every two weeks. 100% of students attend 1 Saturday session in Reading and Maths every term
E.	Parents are trained up to support their child at home and are offered opportunities to upskill themselves in methods to support reading and numeracy at home	100% of parents are offered and attend specialist training sessions that offer strategies for Parents to support their child at home. 100% of parents attend 1 session for both Reading and Maths before Christmas 2019 and 2 sessions before Feb 2020 half term.

3. Planned expenditure

Academic Year: 2019-20

Barrier: A: Improve Literacy levels

Desired outcomes	Chosen action	What is the evidence and rationale for your choice	Implementation	Staff lead	Review date	Cost
Improve literacy levels through specialist provision	Bottom set English group is taught by primary specialist	Primary specialists are able to identify accurately the gaps in KS2 scores and the areas for development	Bottom set group to have the lowest achievers from KS2 – monitored by teacher. Gaps identified in learning from QLA at KS2 and gaps closed	KHA LMA	December 2019	8 hours per fortnight x 39 weeks £3,500

Improve literacy levels through specialist provision	Identified students have 1 Saturday school per half term following assessments	Students are often assessed, then gaps are evident but not sufficiently “plugged” before moving onto new material. As such the plan – do – review process is not complete	Students, following assessments, will have the opportunity to attend a Saturday school where gaps in understanding of key topics taught during that term are bridged	KHA / BWA / AYAC	December 2019	3 hours on a Saturday each term for two members of staff £1,500
Improve literacy levels through specialist provision	Introduction of SNIP literacy programme through SEND Introduction of Spell Zone through SEND		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	FLEX JMI / BWA / MGO	December 2019	Each form time Link works £2,500

			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.			
<p>Data shows Library usage by disadvantaged students is proportionally greater than that of the rest of the school</p> <p>Students can say what book they are currently reading</p>	Increase reading opportunities for all students	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	<p>Tutors to especially encourage identified students to take part in the various reading and literacy opportunities and to use the school library</p> <p>Tutor Programme for Y7 includes a weekly session dedicated to Everybody Reads (DEAR)</p> <p>Where appropriate lessons include 'Everybody Reads' section and key words are highlighted in all lessons</p> <p>ASA to liaise with YACs to maximise library participation by identified students</p>	YACs, Tutors, ASA	Summer Term 2019	<p>Librarian time</p> <p>£1,000</p>

<p>The reading ages of all identified students meets or exceeds their chronological ages by the end of Year 7.</p>	<p>Literacy and numeracy:</p> <p>Introduce Spellzone to help consolidate key words</p> <p>Introduce Lexia Core5 programme</p> <p>Create a more focused and targeted response to students below chronological age.</p>	<p>Effective teachers of literacy have a wide and varied repertoire of teaching practices and approaches, integrating reading with writing, differentiating instruction and having excellent classroom management skills. They are alert to children's progress and can step in and use the appropriate method to meet the child's instructional needs. The 'effective' teacher uses an eclectic collection of methods which represents a balance between the direct teaching of skills and more authentic, contextually-grounded literacy activities. (Hall and Harding 2003)</p>	<p>Continue to identify students with weak literacy and support through SEND and YAC.</p> <p>Weekly Year 7 targeted literacy and numeracy support for students with low literacy levels but not SEND needs by the AYAC and YACs.</p> <p>Launch and use Spellzone in Year 7 lessons</p> <p>Implement Lexia via librarian and SEND team throughout Autumn term</p>	<p>SEND Team, YACs, Literacy Lead</p>	<p>Ongoing</p>	<p>Lexia set up costs</p> <p>AYAC and YAC time</p> <p>Spellzone costs</p> <p>£2,500</p>
<p>Internal data shows progress in English is in line with the rest of the Year group for identified students</p>	<p>Tutor time literacy activities</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) from DfE Reading for Pleasure)</p> <p>Literacy and numeracy programmes in secondary schools that make the basics relevant to life skills or</p>	<p>Year 7 focus on key literacy areas. Booklets are completed during tutor time – and link to English terminology etc.</p>	<p>Tutors and YAC</p>	<p>Ongoing</p>	<p>Printing costs for booklets</p> <p>£300</p>

		the wider curriculum help impact on the attainment of disadvantaged students. (Boston Consulting Group 2012)				
Internal data shows progress in English is in line with the rest of the Year group for identified students. Students achieve the expected standard as set by English Faculty	Class readers	Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006) from DfE Reading for Pleasure 2012	Whole school reading focus in tutor time once per week Buy class sets of texts to be read and shared within Year 7 tutor groups	Literacy Lead, tutors	Summer term	£1,000
Barrier: B: Improve Numeracy levels						
Desired outcomes	Chosen action	What is the evidence and rationale for your choice	Implementation	Staff lead	Review date	Cost
Improve numeracy levels through specialist provision	Bottom set English group is taught by primary specialist	Primary specialists are able to identify accurately the gaps in KS2 scores and the areas for development	Bottom set group to have the lowest achievers from KS2 – monitored by teacher. Gaps identified in learning from QLA at KS2 and gaps closed	KHA RDU	December 2019	8 hours per fortnight x 39 weeks £3,500
Students numeracy skills improve	Homework club in maths is attended once per fortnight (minimum) by students below the expected standard in Maths	Students need support with specialist Maths problems that their parents are unable to at home	All students are aware of the homework club and when it runs during lunch times. Events are regularly promoted on the extra curricula advertising	YAC / AYAC / Maths Faculty	December 2019	Maths department costs 1 hour per week x 39 weeks £500
Students numeracy skills improve	Form time to include Numeracy based	Form time activities start the day purposefully with students with a key	Form tutors to be provided with a range of activities	YAC / Tutors /	December 2019	Tutor time

	activities in conjunction with DEAR events	focus for all on numeracy and literacy		AYAC / KHA		Printing resources £300 for the year
Students numeracy skills improve	Identified students have 1 Saturday school per half term following assessments	Students are often assessed, then gaps are evident but not sufficiently “plugged” before moving onto new material. As such the plan – do – review process is not complete	Students, following assessments, will have the opportunity to attend a Saturday school where gaps in understanding of key topics taught during that term are bridged	KHA / BWA / AYAC	December 2019	3 hours on a Saturday each term for two members of staff £500
Students mental arithmetic improves	All Year 7 students are offered the Maths App	The maths app will enable students to practice their mental arithmetic in a fun interactive way – it enables them to self-assess their progress	AP to download details of the Maths App and share with all students	BWA	September 2019	App Cost £250

Barrier: C: Accurate identification of those students “below the standard”

Desired outcomes	Chosen action	What is the evidence and rationale for your choice	Implementation	Staff lead	Review date	Cost
Staff are familiar with all “below expected standard” students and can target them appropriately. Use of ability grouping to support progress	Use of Class Charts – for seating plans, homework and achievement / behaviour	The evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months’ additional progress. However, there appears to be less benefit for lower attaining pupils	Faculty team leaders track and monitor achievement and praise as well as behaviour concerns for “Below standard” students Create war boards to target individuals within classes	BWA / YAC/ FL / SL	November 2019	£1500 – Class charts

		than others. (EEF Toolkit 2015)				
Knowing students and their barriers to success and providing targeted support in-class to raise achievement	<p>Removal of barriers to learning</p> <p>Interview all “below standard” students and identify blocks and barriers</p>	<p>A personalised offer depends on really knowing the strengths and weaknesses of individual children and young people. We believe a key means of doing so is assessment for learning and the use of evidence and dialogue to identify every pupil’s learning needs (2004)</p>	<p>Context sheets with background information available to all staff with ‘Strategies that work’ for individual students, which will be available to view every lesson.</p> <p>Interviews provide detailed information about preferred ways of working and blocks/barriers</p> <p>20 day challenges introduced to provide mini-challenges for students and staff</p>	YAC / AYAC / AP	December 2019	N/A
Quality First teaching ensures that the needs of all students are met. Lesson observations and Learning Walks show differentiation is embedded in all planning	<p>Develop Quality First Teaching: Use of prescriptive slides: Silent starters, key words, reading etc</p> <p>Embed oral feedback and review marking policy to ensure it is efficient and effective (whole class and ‘live’ marking)</p>	<p>Research shows that good teaching can improve disadvantaged students’ progress by up to a year (Sutton Trust 2011)</p> <p>On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not</p>	<p>Prescriptive slides in place for September</p> <p>Include collaborative learning strategies – embed structured tasks to promote talking and interaction with peers thus developing confidence and participation of “below standard” students.</p> <p>Include Explicit vocabulary teaching</p> <p>Ensure scaffolding, modelling and</p>	DNE, KJU, Faculty and Subject Leads, teachers	Ongoing	N/A

		<p>overwhelming, challenge. (EEF Toolkit 2015)</p> <p>A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months' progress are achievable, which is more consistent with other feedback research.(EEF Toolkit)</p>	<p>differentiation is embedded in lessons</p> <p>Ensure feedback gives specific guidance on how to improve in a positive and supportive way</p>			
Data tracking: A more refined system of data will increase the effectiveness and consistency of analysis, actions and interventions.	Data training and support for effective monitoring of student progress	<p>There is evidence that installing strong data systems, analysing results and making sure everyone acts on them has a significant effect on attainment. (Supporting the Attainment of Disadvantaged Students DfE 2015)</p>	<p>Training for all Middle Leaders in September 2019 and refreshers will be offered throughout the year. Student Progress meetings held following each set of internal progress reports where SLT and HoS, FLs and YACs analyse data, to "below standard" cohort. The focus is on the identification and intervention of those making less than expected progress.</p> <p>Ensure moderation and standardisation is completed during Faculty time to help with the accuracy of predictions. Access external support to</p>	KJU, BWA / JDO, EMA, Faculty and subject Leads, SLT	Ongoing	£3000 – External support costs

			cross-check accuracy (Marriotts, Saffron Walden Alliance, Haileybury etc)			
<p>Results of LW show increased focus on “below standard” students in lessons evidenced through feedback form term on term.</p> <p>Key “below standard” students increase progress and get back ‘on track’ in terms of progress</p>	<p>Increase the focus given to “below standard” students by individual teachers and Faculties in lesson time</p>	<p>‘The quality of teaching is more important to pupil outcomes than anything else a school can control. (Educational Excellence Everywhere White Paper, 2016)</p>	<p>Faculty Improvement Plans - Ensuring department improvement plans have specific pupil outcomes targets, Departments are given names of key individuals who are making weak progress in their subject and are required to indicate strategies that will be used to accelerate progress. Mark “below standard” students work first. Highlight examples of good practice and highlight the issues. SLT to carry out learning walks to monitor class charts and the extent of support given at classroom level. Implementing a rigorous system of assessment for learning within lessons (CPD strand). Undertake work scrutiny to better understanding the quality of provision.</p>	<p>Faculty and Subject Leads, KJU, JDO, SLT</p>	<p>Ongoing</p>	<p>N/A</p>

			Share examples of good practice and repeat walks and work scrutiny to monitor developments and seek further good practice.			
Barrier: D: Access to resources and raising aspirations						
Desired outcomes	Chosen action	What is the evidence and rationale for your choice	Implementation	Staff lead	Review date	Cost
Students actively engage and complete homework Students have time to access IT support and to work in a calm space.	Establish a thriving homework club with specialist support	Homework causes anxiety for low ability students who often have no one to turn to when outside of school to support them with their learning. If students have opportunities in school to complete this work they are able to reduce that anxiety and engage more with their learning.	Homework club established every Tuesday and Thursday Students identified who have not completed homework and they are collected for homework club	YAC / AYAC / BWAL	December 2019	AYAC time £1,000
Students aspirations are raised	Relationship with Humanutopia and a range of sessions to help raise their aspirations and a can do attitude	Humanutopia work with the entire cohort allowing students to express their concerns and raise their understanding of their own emotional intelligence	Students sessions throughout the start of the year	YAC / AYAC	December 2019	£2,500
Students are more engaged and focused during the school day.	Breakfast Club	Providing free breakfast clubs in disadvantaged areas boosted maths and literacy results even	Identified students are offered breakfast club	AYACs	Ongoing	Food Resources

		among those pupils who didn't attend, according to new research. (Institute for Fiscal Studies 2016)	Letter home SEND to monitor and support			£200
Barrier: E: Parental barriers to reading, literacy and numeracy to support their child						
Desired outcomes	Chosen action	What is the evidence and rationale for your choice	Implementation	Staff lead	Review date	Cost
Encourage parental involvement in student homework and school achievement	Engage with parents in a series of face to face sessions to upskill them in Numeracy and Literacy	Often parents lack the skills and strategies to support their child at home in a way that bridges the gap in attainment. If parents are fully engaged with the school and are supported with the knowledge and understanding they will be better placed to encourage their child at home	Phone calls to all parents to offer support and identify barriers Evening sessions offered on a range of days for parents only to look at strategies and curriculum at KS3 Evening sessions offered on a range of days for both parents and students demonstrating skills and strategies together	BWA KHA YAC AYAC	December 2019	Evening sessions – staff time and resources £150
Books and resources: Barriers to learning are removed and progress is accelerated	All “below standard” students materials are paid for in English and Maths to ensure that they can fully participate in lessons		Students are provided with all relevant resources for subjects Students are supported with uniform, transport and catering costs as needed.	Faculty and Subject Leaders, KJU	Ongoing	Reading materials Maths materials £1,000