

Catch-up Premium - Evaluation Statement 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 2019-2021 the final funding allocation for Haileybury Turnford to support the students' eligible for Catch-Up Premium was £14,210.

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 2019-2020

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.	A high prevalence of social and emotional problems which produces barriers to progress which need to be overcome
EXTERNAL BARRIERS	
D.	Lower levels of engagement with homework 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:

- Raising staff awareness through accurate identification in school tracking systems of students below the standard
- Raising parent and carer understanding of their child's SAT score and standardised achievement to ensure they are aware of the need for intervention as well as offering training for them to support at home
- Question level analysis completed of SAT tests and areas of strength and development shared with English and Maths Faculty to inform curriculum development
- Homework support clubs and after school intervention offered by English and Maths including 1 termly Saturday literacy and numeracy support session following assessments to help plug knowledge gaps

- Employment of a Primary specialist to accurately identify gaps in achievement and provide intervention and additional support in lesson for both English and Maths
- Dedicated provision of the SNIP literacy programme through SEN delivered by trained Link workers aimed at increasing reading and spelling through the use of high frequency words
- Increased library participation through literacy sessions delivered by the librarian as part of English lessons with a requirement for students to read one book per term
- Increased tutor time and activities using literacy books with a focus on DEAR (Drop everything and read) during form time and “everybody reads” activities during lesson as part of the prescriptive slides
- Launching the use of Spell Zone throughout the Autumn term in association with the Maths App
- Ensure moderation and standardisation of Current Working Levels is undertaken to ensure standards are set and students working below the standard are correctly identified in English and Maths and appropriate support and intervention is put in place

COVID-19 CLOSURE

Schools closed in March 2020 and in-school intervention was no longer possible. At this time the school developed a project based approach to home learning. Students were provided with a range of projects each week and had to complete 5 projects alongside their home reading through the virtual library, a book posted home or literacy tasks sent in the mail. Each project was developed with appropriate subject specific words and appropriate scaffolding that allowed each student to take on the challenge tasks (allowing them a greater range of research and project development) or to use the support present in each project that allowed them to scaffold their way through the tasks. Projects were sent in by students and collected by staff for feedback on the strengths and targets for improvement.

Students were contacted regularly by the pastoral teams and the students that were below the standard were our target group. These students received a regularly weekly phone call from the dedicated link worker or the YAC/AYAC. These calls helped us to support our students and families during this lockdown.

Impact July 2020

Impact measurement:



Very high impact: the targeted level of improvement was achieved with a very large majority/ almost all (80% – 100%) of students in the intervention/treatment group.



High impact: the targeted level of improvement was achieved with a large majority (64% – 79%) of students in the intervention/treatment group.



Medium impact: the targeted level of improvement was achieved with a majority (51% - 63%) of students in the intervention/treatment group.



Low impact: the targeted level of improvement was achieved with a minority (34% – 50%) of students in the intervention/treatment group.



Very low/ no impact: the targeted level of improvement was achieved with a very small minority (0% to 33%) of students in the intervention/treatment group.

Cost of Intervention:



High cost: £401+ per student



Medium to High cost: between £201 and £400 per student



Medium cost: between £101 and £200 per student





Medium to low cost: between £51 and 100 per student








Low cost: between £1 and £50 per student

Evaluation

The evaluation below should be read in the context of school closure due to the COVID-19 pandemic from 23rd March 2020 and the limit this placed on the effectiveness and evaluation of the interventions below.

Intervention	Description	Measure	Impact vs cost per student	Evaluation	Recommendation
Employment of Primary Specialist	Employment of Literacy and Numeracy Specialist from local primary school to teach a dedicated English and Maths Year 7 group to support the development of KS2 skills and accelerate learning	All students from KS2 who were below the standard (a score of 90 or less) are to be taught in dedicated groups by the specialist		<p>45% of the group achieved a Working at the Standard at the Christmas Progress update for Maths</p> <p>25% of students were working at the expected standard at the Christmas Progress update for English</p>	Continue to place the Primary Specialist on our Year 7 Maths group for students below the standard (Maths continues to be set) and where possible include students below the standard in English with the Primary Specialist to continue to plug the gaps from learning at KS2
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 scores below the expected level. The programme is delivered 1:1, twice a	All students who achieved a standardised score of 90 or less will be take part in the SNIP programme with reading ages improving between the initial test score in September and the final		<p>Student attendance rates were 100% for those identified as below the standard</p> <p>25% of students identified as below the standard were working at the standard in their first December progress update</p> <p>25% of students identified as below the standard were working towards + in their</p>	Continue the SNIP literacy programme throughout 2020-21 via the Flex team delivering this during form time. Students targeted will be those who at KS2 did not meet the required standard in English / SPAG (as identified by their teachers) or as identified by the introduction of the

	week for 20 minutes in the Flex centre.	test score in July		first December progress update	CAT4 and NGRT from GL Assessments.
Library reading lesson and literacy task book	Students in Years 7 have one focused library lesson based on reading and vocabulary development and led by the Librarian.	All students read at least 1 book a term over the year.		<p>100% of students have taken out a book from the library during each of the first 2 terms.</p> <p>30% of those students who came in below the standard in English have taken out 2 books from the library in each of the first 2 terms</p> <p>Our virtual library was created in March 2020 with 75% of all Year 7 students actively logging into each day during our remote learning provision</p>	<p>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.</p>
YAC/AYAC & Assistant Principal after school intervention	<p>Catch up Literacy sessions are delivered by the YAC / AYAC who has been trained in the accelerated reader programme.</p> <p>Catch up Maths is delivered by the Assistant Principal responsible for KS3 including the use of PiXL Wave materials.</p>	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 December improving their reading age by over 0.8 years in the 3 months it was delivered. The PiXL wave programme saw 35% of students improving their Geometry scores (their lowest SAT scoring Maths	<p>Literacy intervention strategy to be reviewed whole school.</p> <p>Numeracy intervention to be reviewed whole school in conjunction with the Director of Maths to create a coherent programme of intervention through the employment of a KS3 Numeracy Co-ordinator who will be charged with the responsibility of</p>

	Both sessions are delivered for 1 hour per week after school.			area) when compared to their KS2 test and 65% improved their addition/subtraction/division and multiplication scores	completing the prescriptive slides to ensure consistency of delivery amongst KS3 and non-specialist teachers
Tutor time literacy & DEAR programme	One form time per week use the focused literacy task books and to complete a “drop everything and read” session targeting the reading book from the library	Students will complete all literacy task books each term with the support of their form tutor		Completion of focused literacy books was 70% with 80% of those with low literacy unable to complete the tasks set on their own. Cost per student is cheap for both the Maths app and Spell Zone.	Literacy books should be part of the librarian literacy programme and only introduced when tutors have had training in delivery and student booklets must be differentiated for their starting points
Spell Zone and Numeracy App	In the autumn term Spell Zone will be set up and delivered by the Literacy Co-ordinator with all students taking the online test and beginning their own pathway	100% of Year 7 students will log in and complete the assessment in the Spring term with all students having completed 40mins per week throughout the summer term		No possible evaluation here as this was put on hold until post-pandemic closure of the school	Launch the Spell Zone App alongside the numeracy app in 2020-2021 as part of the online learning provision including Hegarty Maths and the times table app
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		Parents failed to engage with the school. Of the 32 parent and family groups invited to our “dads and lads” and our “deep read” sessions only 7 families participated.	The school should continue to reach out families of those students that come in below the standard and offer parental sessions on how to best support

		series of literacy and numeracy sessions to encourage learning at home			their child at home with literacy and numeracy.
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