



Catch-up Premium: Literacy and Numeracy Catch-up Report

Catch-up Premium Headlines from 2016-17

Year 7 Platinum: Impact on reading age

	Students who joined the scheme in term 1	Students who joined the scheme in term 2
Platinum	An average of 12.33 months increase in reading age	An average of 4.7 months increase in reading age
Non Platinum	An average of 3.075 months increase in reading age	

Year 7 Learning Assistant support in lesson: Impact on reading age

	Students who joined the scheme in term 1	Students who joined the scheme in term 2
Learning Assistant support	An average of 6.5 months increase in reading age	An average of 6.9 months increase in reading age
No Learning Assistant support	An average of 3.75 months increase in reading age	

Year 7 Mastery Support Pathway: Impact on reading age

	Progress made during year
Mastery Support Pathway	An average of 9.75 months increase in reading age
Non Mastery Support Pathway	An average of 3.75 months increase in reading age

How are catch-up premium students identified?

In previous years students have started at secondary school with a National Curriculum KS2 level in English and Maths and this was used to determine which students were eligible for catch-up premium. Students in Year 7 now begin at Trinity Academy with a KS2 scaled score, representing how they have performed in Maths, English reading and English grammar, punctuation and spelling at the end of Year 6, and Trinity Academy is now free to choose which students the catch-up premium is spent on. Therefore, for 2017-18 (as for 2016-17), students with a KS2 scaled score of less than 100 in both Maths and Reading will be baseline tested as they arrive and will receive additional literacy and numeracy intervention so that they perform in line with their Trinity and national peers.

What is catch-up premium?

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 students who did not achieve the expected standard in Reading or Maths at the end of KS2. In 2017-18 schools will receive the same overall amount of Year 7 catch-up premium funding they received in 2016-17, adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the



October 2017 census. This means that Trinity Academy Halifax (TAH) is expected to receive approximately £27,000 for 171 students.

Catch-Up Premium Expenditure 2017-18

Type of Support	Objective	Evidence Base	Expected Outcome	Approximate Cost
A salary contribution towards certain key posts: <ul style="list-style-type: none"> • HLTA x2 • Learning Mentor Team • Learning Assistant Team 	To provide mentoring support for students who face barriers to learning whether they be academic, social, medical or emotional.	EEF - Mentoring	Address barriers to learning including raising attainment, attendance and improving organisation.	£27,000
Expenditure contribution towards the Mastery Support Pathway, Platinum Reading and Bungee intervention programmes.	To enable students to improve their literacy and numeracy skills in order to access the whole curriculum.	EEF – Mastery support programmes have a moderate impact on student outcomes.	Address literacy and numeracy concerns for identified students in Phase 1 so that they can access the whole curriculum.	

Details of Academy Strategies

Phase 1 Tiered Literacy Support Packages

A tiered literacy support package is in place at Phase 1 to support those students who have the greatest needs.

- Stage 1 – Mastery Support Pathway (MSP)
39 students are involved in the MSP in both Year 7 and 8, a significant proportion of which are Pupil Premium students. A combination of KS2 data, CATs scores and reading ages are used to identify this cohort. This cohort also includes students who have been identified as vulnerable in conjunction with our partner primary schools. Students receive five hours per week of Mastery Support and work on the specific skills that are preventing them from making progress on the English Mastery Pathway. The purpose of this package is not only to improve literacy skills but also to provide students with a learning environment that will develop their confidence, resilience and emotional development.
- Stage 2 – Platinum Reading
Platinum Reading is an intervention programme designed to improve students' reading and comprehension skills. The programme targets four key areas; phonological awareness, phonics, vocabulary, and fluency and comprehension. Targeted students take part in the programme each term for one hour a day, every morning. Students work through the programme by completing units specific to the four key areas. The programme combines listening, reading and judgement activities. Teachers monitor progress and give guidance as necessary. Students automatically move through the programme at their own pace, building



up and reinforcing their reading skills, repeating units as many times as required in order to master the skill.

- **Stage 3 – Bungee (Literacy and Numeracy)**

The Bungee learning model is designed to build students' confidence, and ensures that they consistently experience a series of 'small wins' in every lesson. Each Bungee lesson follows the same format:

- Equip – group work
- Step – paired work
- Leap – independent work
- The view – responding to feedback
- Bungee – independent written work
- Race to the top – independent revision

From a literacy perspective the main priority is to ensure that students understand how to construct sentences and use capital letters and full stops accurately. It is only when the students feel secure with these aspects of their writing that other skills will become a focus. The aim is for all students to use capital letters and full stops correctly and consistently in at least 75% of an extended written piece, although many students will undoubtedly exceed this expectation. In numeracy, the priority is to ensure that students have a deep understanding of basic number topics. The aim is to equip them with the skills they need to access the secondary curriculum confidently.

1:1 Reading Programme

Students who have a below chronological reading age upon transition to the academy have been identified and take part in a 1:1 reading programme. Students read for 30 minutes per day to a member of staff and focus on a range of reading skills. Their progress is monitored and measured by using the STAR Reading test. As students' reading ages improve and come in line with their chronological reading age, new students are identified and access the programme.

Review Date: October 2018