

Year 7 Catch-Up Premium: 2018-19

Allocation, spend and impact

Pupils eligible for Y7. Catch Up Premium 2017-18		2017-18 funding received
Pupils are eligible for catch up premium if they have a scaled score of 100 or lower in Maths or reading.		£27,000
	2017-2018	
Total number eligible	126/300 (42% of total student cohort)	
SEN K students eligible for catch up	37/49 (76% of total SEN K cohort)	
SEN E students eligible for catch up	2/4 (50% of total SEN E cohort)	
PP students eligible for catch up	69/140 (49% of PP cohort)	
CLA students eligible for catch up	2/3 (67% of CLA cohort)	
Total number receiving additional literacy intervention	72/126 (58% of students eligible for catch-up)	

We will use £27,000 in order to ensure ...

Statements of success/impact	2017/18 RAG	Comments																								
<p>All students eligible for catch-up premium have their baseline data analysed carefully and at least 50% will be placed into literacy and/or numeracy intervention programmes.</p>	<p>57% of all catch up eligible students followed intervention programmes in 2017-18</p>	<ul style="list-style-type: none"> • There were 66 students who were not placed in to additional literacy and/or numeracy interventions in 2017-18. This is because their average scaled scores were between 96 and 105 (i.e. they were ‘just eligible’ for catch up premium). • We anticipate that quality first teaching will enable them to make expected progress. • The progress of these 66 students was tracked carefully so that any students failing to make sufficient progress were identified quickly. • 3/66 catch-up students not selected for additional literacy/numeracy interventions were identified as not making sufficient progress and in need of additional intervention. They were just below 100 in both reading and maths. When insufficient progress was identified, the 3 students were allocated to either 1:1 reading support, Bungee English or learning mentor support in maths and their outcomes are shown below: <p> Indicates when additional support was given.</p> <p>English analysis</p> <table border="1" data-bbox="922 976 1899 1222"> <thead> <tr> <th>Student</th> <th>Jan report</th> <th>April report</th> <th>June report</th> </tr> </thead> <tbody> <tr> <td>1</td> <td style="background-color: #6A329F;">Working towards target</td> <td>Working towards target</td> <td>On target</td> </tr> <tr> <td>2</td> <td>Above target</td> <td>Above target</td> <td>Above target</td> </tr> <tr> <td>3</td> <td style="background-color: #6A329F;">Working towards target</td> <td>Working towards target</td> <td>Working towards target</td> </tr> </tbody> </table> <p>Maths analysis</p> <table border="1" data-bbox="922 1260 1908 1378"> <thead> <tr> <th>Student</th> <th>Jan report</th> <th>April report</th> <th>June report</th> </tr> </thead> <tbody> <tr> <td>1</td> <td style="background-color: #6A329F;">Working towards target</td> <td>Working towards target</td> <td>On target</td> </tr> </tbody> </table>	Student	Jan report	April report	June report	1	Working towards target	Working towards target	On target	2	Above target	Above target	Above target	3	Working towards target	Working towards target	Working towards target	Student	Jan report	April report	June report	1	Working towards target	Working towards target	On target
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<p>Catch-up students taking part in literacy intervention (Platinum Literacy or Nurture) make as much progress or more progress in reading age development than students who do not take part.</p>	Partly.	<p>Reading Age Increase 2017-18: Platinum <u>Catch up students taking part in Platinum:</u> 11.3 months increase in reading age <u>Students not taking part in Platinum:</u> 8.5 months increase in reading age</p> <p>Reading Age Increase 2017-18: Nurture *Please be aware that students following the Nurture pathway are those with the lowest scaled scores in reading. <u>Catch up students taking part in Nurture:</u> 5 months increase in reading age <u>Students not taking part in Nurture:</u> 8.5 months increase in reading age</p>								
<p>100% of catch-up students taking part in Bungee English will either:</p> <ul style="list-style-type: none"> - Have a grading of 'good' or 'outstanding' attitude to learning in English at the end of the year indicating that the student is engaged in 	<p>Yes. Only 3/25 students did not meet this success criterion.</p>	<p>Progress 2017-18: Bungee English Bungee English intervention focuses on students' SPAG and writing skills. Therefore, we look at the progress students have made towards their English end of year 7 target in order to analyse progress made. We do not look at reading age progress.</p> <p><u>A grading of 'good' or 'outstanding' at the end of the year: 22/25 (88%)</u> *Please note that 3 students were identified as having an inadequate attitude to learning. They have been allocated to Bungee English lessons in year 8 and a student voice activity will be completed to identify reasons for a low attitude to learning grade. 22/25 students were working well and will be classed as 'on target' if they continue to work in this way.</p>								

<p>and enjoying their learning which is the first step in making progress.</p> <ul style="list-style-type: none"> - Be graded as 'on target' or 'above target' in English at the end of the year indicating that their Bungee intervention has enabled them to make progress. 		<p><u>Working on/above target at the end of the year: 11/25 (44%)</u> These students will not take part in Bungee English lessons in year 8.</p>
<p>100% of catch-up students assigned to a learning mentor in Maths either:</p> <ul style="list-style-type: none"> - Have a grading of 'good' or 'outstanding' attitude to learning in Maths at the end of the year indicating that the student is engaged in and enjoying their learning which is the first step in making progress. 		<p><u>A grading of 'good' or 'outstanding' at the end of the year: 9/11 (82%)</u> *Please note that 2 students were identified as having an inadequate attitude to learning. Student voice work will be carried out at the start of the year to identify challenge areas. They have been allocated to additional learning mentor work in year 8.</p> <p><u>Working on/above target at the end of the year: 9/11 (82%)</u> The 2 students who are not on or above target and the same students who fall in to the category above. Student voice work will be carried out at the start of the year to identify challenge areas. They have been allocated to additional learning mentor work in year 8.</p>

Be graded as 'on target' or 'above target' in Maths at the end of the year indicating that their work with the learning mentor has been effective.		
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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 on which students the catch-up premium is spent. Therefore, for 2018-19 (as for 2017-18), students with a KS2 scaled score of less than 100 in both Maths and Reading will be base line 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 pupils who did not achieve the expected standard in reading or mathematics at the end of key stage 2. In 2018 to 2019 schools will receive the same overall amount of Year 7 catch-up premium funding they received in 2015 to 2018, adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2018 census. This means that Trinity Academy Halifax (TAH) is expected to receive approximately £27,000 for 128 students.

Planned Catch-Up Premium Expenditure – 2018/19

Type of support for catch-up students	Objective	Evidence Base	Expected Outcome	Approximate Cost
Further embed the Nurture support programme to include meta-cognitive English and maths teaching each week.	To enable identified catch-up students to use meta-cognitive strategies to improve their literacy and numeracy skills in order to access the whole curriculum.	EEF – There is evidence to say that meta-cognitive teaching can result in 8 months progress. High impact for very low cost, based on extensive evidence.	To add another layer of catch-up premium support by teaching students how to learn using meta-cognitive teaching techniques. This will provide students with essential skills for future learning.	£27,000
Work with the White Rose Maths Hub by identifying the numeracy interventions that work at primary level and how they could support our eligible numeracy catch-up students.	To enable identified catch-up students to improve their numeracy skills in order to access the whole curriculum.	“Much less is known about what works to support low-attaining year 7 pupils catch up with their peers in numeracy. Nevertheless, there is promising evidence from interventions trialled at primary schools which could be applicable to older low-attaining pupils, including one-to-one and group	An effective primary based numeracy catch-up programme for eligible students is identified and implemented.	

		programmes” (Gov.co.uk, Nov 2017)		
<p>A salary contribution towards certain key posts:</p> <ul style="list-style-type: none"> • HLTA x1 • Learning Mentor Team • Teaching and Learning Assistant Team 	To provide mentoring support for students who face barriers to learning whether that be academic, social, medical or emotional.	EEF – Mentoring. Low impact for moderate cost, based on moderate evidence.	Address barriers to learning including raising attainment, attendance and improving organisation.	
Investment in an HLTA to complete her teacher training and deliver a programme of meta-cognitive English and Maths lessons to our low attaining SEN E and PP students	To provide essential meta-cognitive teaching to enable our catch -up students to ‘catch up’ with the essential literacy and numeracy skills needed for secondary level.	EEF – There is evidence to say that meta-cognitive teaching can result in 8 months progress. High impact for very low cost, based on extensive evidence.	To add another layer of catch-up premium support by teaching students how to learn using meta-cognitive teaching techniques. This will provide students will essential skills for future learning.	
Expenditure contribution towards further embedding the Nurture 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 School 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 – Nurture Pathway

39 students are involved in the Nurture pathway 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 5 hours per week of Nurture Support and work on the specific skills that are preventing them from making progress on this 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 1 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 this 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 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 2019