



St John Fisher Catholic Comprehensive School
Catch-Up Funding Strategy 2018-19

Year 7 Catch-Up Premium is an initiative by the Government that provides schools with additional funding for those students who did not achieve at least a level 4 in the Key Stage 2 National Curriculum Tests in Reading and/or Maths.

Desired Outcome	Chosen Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	Impact Review																																	
Identified pupils in catch-up English and Maths students are making expected progress by the end of the 2018-19 academic year	Create smaller class sizes in English and Maths by having 6 classes in Year 7 for each subject, rather than 5.	EEF Toolkit suggests reduced class sizes have a moderate impact on student progress ¹	Timetable 6 classes rather than 5 for the 2018-19 academic year Ensure that subject specialists are teaching the bottom sets	VWA DGI / KMI KAL	Cost of additional teaching group: £5,000	<p>HT1: six classes are in place and the bottom sets are being taught by specialist teachers.</p> <p>HT2: The small bottom sets are all outperforming cohort averages.</p> <table border="1"> <thead> <tr> <th>DW1</th> <th></th> <th>Bottom set</th> <th>Whole cohort</th> </tr> </thead> <tbody> <tr> <td rowspan="2">English</td> <td>Year 7 % on or above expected</td> <td>93%</td> <td>84%</td> </tr> <tr> <td>Year 8 % on or above expected</td> <td>80%</td> <td>64%</td> </tr> <tr> <td rowspan="2">Maths</td> <td>Year 7 % on or above expected</td> <td>86%</td> <td>81%</td> </tr> <tr> <td>Year 8 % on or above expected</td> <td>90%</td> <td>54%</td> </tr> </tbody> </table> <p>HT3:</p> <table border="1"> <thead> <tr> <th>DW2</th> <th></th> <th>Bottom set</th> <th>Whole cohort</th> </tr> </thead> <tbody> <tr> <td rowspan="2">English</td> <td>Year 7 % on or above expected</td> <td>61%</td> <td>65%</td> </tr> <tr> <td>Year 8 % on or above expected</td> <td>50%</td> <td>71%</td> </tr> <tr> <td>Mat</td> <td>Year 7 % on or above expected</td> <td>92%</td> <td>84%</td> </tr> </tbody> </table>	DW1		Bottom set	Whole cohort	English	Year 7 % on or above expected	93%	84%	Year 8 % on or above expected	80%	64%	Maths	Year 7 % on or above expected	86%	81%	Year 8 % on or above expected	90%	54%	DW2		Bottom set	Whole cohort	English	Year 7 % on or above expected	61%	65%	Year 8 % on or above expected	50%	71%	Mat	Year 7 % on or above expected	92%	84%
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¹ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>



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Literacy and Numeracy Coordinators monitor the progress of catch-up students	PIXL advocates having a RSL for underachieving students – the coordinators will operate in the	Literacy and Numeracy coordinators in place Regular reports produced on the	VWA KMI JHU	Cost of Numeracy Coordinator £5685 Cost of Literacy	<p>HT1: Literacy and Numeracy coordinators in post and beginning interventions.</p> <p>HT2: Improvements in English catch-up reported in Accelerated Reader section below.</p> <p>In Maths: 5 of the 7 targeted intervention students have attended catch-up sessions regularly. Three of these have completed baseline and HT 2</p>																							



		same way with a narrowed focus	<p>progress of catchup students</p> <p>Meetings with overall RSL to check in on progress</p>		<p>Coordinator £5685</p>	<p>tests. Of these three students, one (33.3%) has made some improvement and two (66.7%) have made no progress. The Numeracy Coordinator is seeking to move these sessions from after-school to before school in order to improve attendance; we are also going to increase the numbers of students involved.</p> <p>HT3: In English: 72% (46 out of 64 students) of catch-up students are making exceeding expected progress in DW2. Out of the 18 students who are currently listed as “concern”, 8 are EAL and 7 are in Durrell. Literacy Coordinator to liaise with EAL Coordinator and teacher of 7 Durrell to put support in place for these students.</p> <p>In Maths: Maths: The after-school intervention Y7 group of 6 students merged with the new Y7 group of 15 students in place since the start of T3. Additionally, 10 more students are also attending afternoon sessions. The focii of the Numeracy Intervention are the students who achieved under 100 points on KS2 scaled scores (Term 2) and the underachieving Pupil Premium students (cause for concern) from Term 3 onwards.</p> <table border="1" data-bbox="1240 855 1935 1169"> <thead> <tr> <th></th> <th>Led by</th> <th>Average Progress by sub-grade</th> <th>Group size</th> <th>Remarks</th> </tr> </thead> <tbody> <tr> <td>Old Y7 group</td> <td>3ASW</td> <td>1.0</td> <td>6</td> <td>Term 2 to Term 3</td> </tr> <tr> <td>New Y7 AM</td> <td>3ASW</td> <td>0.9</td> <td>15</td> <td>Term 3 to Term 4</td> </tr> <tr> <td>New Y7 PM</td> <td>AAW</td> <td>0.8</td> <td>14</td> <td>Term 3 to Term 4</td> </tr> <tr> <td colspan="2">Average</td> <td>0.9</td> <td></td> <td></td> </tr> </tbody> </table> <p>Based on the DW3 figures, the Y7 students who attended intervention sessions, improved the grades by 0.9 sub-grade on average. The same cohort of students will continue to attend their respective weekly intervention sessions. There will only be 5 new additions to the afternoon group from Week 4 Term 4.</p>		Led by	Average Progress by sub-grade	Group size	Remarks	Old Y7 group	3ASW	1.0	6	Term 2 to Term 3	New Y7 AM	3ASW	0.9	15	Term 3 to Term 4	New Y7 PM	AAW	0.8	14	Term 3 to Term 4	Average		0.9		
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	Extra intervention put in place for catch-up students to help them make expected	EEF toolkit suggests small group intervention has a moderate positive impact ² and that supporting	Accelerated Reader to be more consistently delivered at KS3. Catch-up students and	KMI JHU 3DJ 3AC SHA	Cost of Accelerated Reader Programme £2942 Cost of 2 LSAs for an	<p>HT1: Initial Accelerated Reader tests completed and reading ages put into system. LSA is completing reading intervention with those students identified from STAR reading reports. Anecdotal evidence suggests confidence when reading has improved. To be confirmed through A/R quiz scores in Ht2.</p> <p>HT2: 8 students on catch-up funding were selected for reading intervention with 3DJ in Autumn term. Out of these 8, 5 improved in</p>						

² <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>



	<p>progress or higher</p>	<p>reading strategies has a high impact³</p>	<p>those identified by teachers as requiring <i>urgent intervention</i> to be highlighted in term 1 and to receive in-class intervention by their English teachers.</p> <p>LSAs to work with catch-up pupils during form time and after-school</p>		<p>hour after school every day</p> <p>£3447.45</p>	<p>their December STAR test. There were attendance issues with two of the other three.</p> <p>Other students also attend AR intervention based on in-class intervention. In total and including the 8 students on catch-up reported above, 7 of the 12 students have made significant jumps in their progress. One pupil has jumped in reading age by over two years since KMI worked with him last summer. One is yet to take her second STAR test. No impact on four pupils; one pupil to be referred to SHA / MTA for SEN support; the other three students to be referred to EAL coordinator.</p> <p>Number of PP students requiring urgent intervention (based on STAR testing) has gone from 5% to 0% for Year 7 and from 5% to 2% in year 8. Year 8 pupil premium students are currently outperforming NPP students in English. The number of students working at/above benchmark (based on Accelerated Reader) has increased by 2%</p> <p>HT3: Accelerated Reader: Five students are receiving urgent reading intervention this term. The next STAR test is due to be carried out in April. Of the 5 catch-up students who attended extra reading intervention in January HT 1, three students made positive progress in DW2 compared to DW1. Two students made more than one sublevel of progress.</p> <p>HT4: April STAR reading tests indicate that, of the catch up students, 7% are now on or above the benchmark of expected reading age. This is an improvement from 5% in HT2.</p> <p>HT5&6: Maths: HT5&6:</p> <p>English: HT5&6: STAR tests indicated that 6% of catch-up students finished the year on or above the benchmark reading age. Only 3 catch-up students are listed as needing urgent intervention; these students will continue to work with the EAL co-ordinator in 8Golding. A further 4</p>
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³ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/>



						students are in 8Ellis; their reading age will be reviewed following STAR 1 of 2019-20 and interventions will be put in place accordingly. Because of the absence of 3DJ, reading intervention was not conducted this term.
<i>Estimated total budget (based on 2017-18 funding levels)</i>						£22367
<i>Planned spend</i>						£22759.45