**Catch-Up Funding Strategy 2019-20: Impact Review**

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 scaled score of 100 in the Key Stage 2 National Curriculum Tests in Reading and/or Maths.

**Please note:**

* A yellow highlight indicates planned expenditure.
* Purple text indicates where the actions planned could not be evaluated as expected due to the national lockdown resulting from the coronavirus pandemic.

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| **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 Year 7 catch-up students are making expected progress in English and Maths 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]](#footnote-1) | Timetable 6 classes rather than 5 for the 2019-20 academic year.  Ensure that subject specialists are teaching the bottom sets | VWA  DGI / KMI  KAL | Cost of additional teaching group: approx. **£5,500** in English and **£5,500** in Maths | **HT1:** Was not possible to have a sixth group in HT1 due to anticipated student numbers. We are looking to introduce this from January 2020. In DW1, 63% of LPA are exceeding their expected target in Maths; 51% in English.  **HT2:** As above  **HT3:** Sixth class introduced into Year 7 from January 2020; impact should be seen from next DW.  **HT4:** DW2 shows improved progress in English (56% of students exceeding expected progress) and Maths (66% exceeding expected progress).School then closed due to national lockdown and switch to online learning.  **HT5-6:** No new data (DW3 suspended due to national lockdown). |
|  | Year 7 students with the lowest scaled scores below 100 in Maths receive targeted morning intervention. | EEF toolkit suggests small group intervention has a moderate positive impact[[2]](#footnote-2) | Two qualified Maths teachers to run the sessions concurrently throughout the year during registration time.  If child makes progress over time, they can move out of the group to make room for others Cause for Concern students | JHU | Cost of two qualified Maths teachers for 30 mins per day once a week: **£1405** | **HT1:** 9 students selected for catch-up with scaled scores of less than 100. By the end of DW1, all students were exceeding expected progress.  **HT2:** New group of 13 Year 7 students identified on the basis of scaled score less than 100 / progress is a cause for concern. Intervention ongoing with results due in February 2020. Focusing on basic number skills.  **HT3:** DW2 data suggested that 100% of the target Y7 group exceeded their progress target in the Maths assessment. New group selected based on DW2 data.  **HT4-6:** Programme suspended due to national lockdown. |
|  | Accelerated Reader to be used for Years 7-9, with Year 7 students with the lowest scaled scores below 100 in English receiving targeted morning intervention | EEF toolkit suggests small group intervention has a moderate positive impact[[3]](#footnote-3) and that supporting reading strategies has a high impact[[4]](#footnote-4) | Accelerated Reader to be more consistently delivered at KS3.  Catch-up students and those identified by teachers as requiring *urgent intervention* to be highlighted in term 1 and to receive in-class intervention by their English teachers.  LSAs to work with catch-up pupils during form time and after-school | KMI | Cost of qualified teacher for 30 mins / day once a week: £876  Cost of Accelerated Reader programme Y7-9: £3300 | **HT1:** All students in Y7-9 reading AR books for ten minutes at the start of each English lesson. 10 students targeted for urgent intervention.  **HT2:** January impact review suggests that of the 10 students chosen for urgent intervention, 50% have improved their reading age, including 30% who have made more than a year’s progress. Successful sponsored reading programme has helped to raise the profile of AR.  **HT3:** AR programme ongoing in English lessons and after school. Next STAR tests due in HT4.  **HT4:** AR programme temporarily halted due to national lockdown. Seeking online alternative.  **HT5:** Accelerated Reader logins sent to all students in Y7-9 so that they can continue quizzing from home  **HT6:** Free access to Myon (online AR books) negotiated so that students have access to online reading materials in lockdown until September. |
|  | 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 same way with a narrowed focus | Literacy and Numeracy coordinators in place  Regular reports produced on the progress of catchup students  Meetings with overall RSL to check in on progress | VWA  JHU  KMI | Cost of Numeracy Coordinator **£5685**  Cost of Literacy Coordinator **£5685** | **HT1:** Literacy and numeracy coordinators in place. First STAR test report and numeracy report completed.  **HT2:** Literacy and numeracy coordinators submitted reports on their first term’s work.  **HT3:** Numeracy coordinator submitted report on impact of work with catch-up students.  **HT4-6:** Regular cycle of reports disrupted due to national lockdown. Email and virtual meetings held with literacy coordinator to discuss how to pivot to online offer. |
| ***Total budget*** | | | | | | £26675 |
| ***Planned spend*** | | | | | | £27951 |

1. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/> [↑](#footnote-ref-1)
2. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/> [↑](#footnote-ref-2)
3. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/> [↑](#footnote-ref-3)
4. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/> [↑](#footnote-ref-4)