



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></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> <p>HT4:</p> <p>HT5:</p> <p>HT6:</p>			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%
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¹ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>



	<p>Literacy and Numeracy Coordinators monitor the progress of catch-up students</p>	<p>PIXL advocates having a RSL for underachieving students – the coordinators will operate in the same way with a narrowed focus</p>	<p>Literacy and Numeracy coordinators in place</p> <p>Regular reports produced on the progress of catchup students</p> <p>Meetings with overall RSL to check in on progress</p>	<p>VWA KMI JHU</p>	<p>Cost of Numeracy Coordinator £5685</p> <p>Cost of Literacy Coordinator £5685</p>	<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. In Maths: 5 of the 7 targeted intervention students have attended catch-up sessions regularly. Three of these have completed baseline and HT 2 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:</p> <p>HT4:</p> <p>HT5:</p> <p>HT6:</p>
	<p>Extra intervention put in place for catch-up students to help them make expected progress or higher</p>	<p>EEF toolkit suggests small group intervention has a moderate positive impact² and that supporting reading strategies has a high impact³</p>	<p>Accelerated Reader to be more consistently delivered at KS3.</p> <p>Catch-up students and those identified by teachers as requiring <i>urgent intervention</i> to be</p>	<p>KMI JHU 3DJ 3AC SHA</p>	<p>Cost of Accelerated Reader Programme £2942</p> <p>Cost of 2 LSAs for an hour after school</p>	<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>.</p>

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

³ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/>



			<p>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>every day £3447.45</p>	<p>HT2: 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:</p> <p>HT4:</p> <p>HT5:</p> <p>HT6:</p>
Estimated total budget (based on 2017-18 funding levels)						£22367
Planned spend						£22759.45