



## Year 7 Catch-Up Premium

*This statement will be updated in November 2020.*

The literacy and numeracy Catch-up Premium provides schools with additional funding to support Year 7 students who did not achieve the national expectation (scaled score of 100) in reading and/or mathematics at the end of Key Stage 2.

### How much funding does Park High School receive?

In 2019/20 the school received **£18,633**, in 2018/19 the school received £17,318, in 2017/18 the school received £20,190. This reflected the number of students who did not achieve the national expectation in Reading and/or Mathematics at the end of Key Stage 2.

### How many students in 2019/20 was this intended to support

	% achieving	Number of students who did not achieve
<b>Achieving a scaled score of 100 in both Reading and Maths</b>	63%	85
<b>Achieving a scaled score of 100 in Reading</b>	69%	71
<b>Achieving a scaled score of 100 in Maths</b>	75%	57

### The school's spending decisions on the Catch-Up Premium are intended to:

- Enable students with low prior attainment to 'close the gap' in their performance in English and Maths.
- Raise aspirations and ambition in students with low prior attainment.
- Maximise the % of students with low prior attainment who achieve a 'strong pass' or at least a 'standard pass' in English and Maths. Nationally, only 7% of such students achieve a 'standard pass' and around 2% achieve a 'strong pass' at GCSE in both English and Maths.

## Barriers to future attainment

<b>In-school barriers (issues to be addressed after analysis of 2019 KS2 QLA)</b>	
A	Low reading skills on entry into Y7 (2% below national boys and <b>5% below</b> national all)
B	Reading - Retrieve and record information / identify key details from fiction and non-fiction: school KS2 scores are <b>5% below</b> national results
C	Make comparisons within the text: school KS2 scores are <b>7% below</b> national results
D	Grammatical terms / word classes: school KS2 scores are <b>9% below</b> national results
E	Combining words, phrases and clause: school KS2 scores are <b>10% below</b> national results
F	Verb forms, tense and consistency: school KS2 scores are <b>9% below</b> national results
G	Geometry - properties of shape: school KS2 scores <b>5% below</b> national results
H	Ratio and proportion: school KS2 scores <b>5% below</b> national results
<b>External Barriers (issues which also require action outside school)</b>	
<b>A</b>	The 2015 Indices of Deprivation reveals that Pendle was the 42 <sup>nd</sup> most deprived area out of 326 districts and unitary authorities in England, when measured by the rank of average rank. In total, 28.1% of the lower super output areas in the authority were among the 10% most deprived in the country.

The students who are eligible for this Catch-Up Premium are supported through the Curriculum and intervention. Firstly, a drive for **Quality First Teaching** - outstanding progress comes out of high-quality teaching and learning on a day to day basis, where teachers plan and deliver consistently good to outstanding lessons based on the different starting points of pupils, consequently our major focus, is to continue to develop the capacity and skills of all our staff.

**Spoken Language and Vocabulary Development**— research shows the thought process demonstrated through spoken language improves written language with literacy and language development improving drastically if skills are consistently taught and applied. Overall, studies of oral language interventions consistently show positive benefits on learning; on average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary (EEF Research).

Evidence suggests **Creating a Reading Culture** that learners who read for enjoyment are setting themselves up for success, not only in education, but also in life. Reading allows learners to develop their language skills, develop a broader vocabulary, and increase general knowledge and a better understanding of other cultures. To support and create a reading culture, our focus is to establish our library provision and initiatives such as the Accelerated Reader.

**Personalised Intervention Programme** – each learner is an individual with their own needs. Our aim is to ensure we identify the specific needs of individual learners, and subsequently design a programme committed to meeting the needs of these pupils. There will be a strong focus on early intervention based on KS2 QLA and CAT results with one-to-one and/or small group support with smaller class sizes for those who have not met expected levels at KS2.

### **Numeracy Intervention**

The numeracy is led by the Assistant SENDCO, who is a former primary school deputy headteacher. The students are taught in small groups and baseline assessments are carried out so that progress can be monitored. In lessons, students follow the mastery curriculum and access the PiXL Timetable App and Numeracy Ninjas to build confidence and foster enthusiasm for the subject. As a separate intervention session, students use an IDL Numeracy software resource that helps to improve ability for low-attaining learners in Mathematics and progress is tested over time. The lessons in IDL are designed to reduce the stress those with dyscalculia could feel when faced with mathematical problems and then fill gaps in knowledge. The Maths department utilise PiXL Microwave to analyse SATs results and inform teaching and in class intervention. During daily designated Prep sessions students access Pinpoint Learning which highlights the strengths and weaknesses and guides students to filling gaps with Hegarty Maths with the premise that this will feed into what the students are studying in their timetabled lessons.

### **Literacy Intervention**

Literacy is led by the SENDCO and an experienced HTLA level 4. Within lessons, students read each week with independent reading time and are guided towards texts the school has purchased to support development in reading. Within lessons the IDL literacy software is used to fill gaps. A targeted group of students are withdrawn from Prep to enable rapid progress. The Accelerated Reader programme is followed and students are tested regularly using the STAR Test for reading ages and selected for reading intervention; this includes tests for reading comprehension and students are guided to their level of reading. Students are withdrawn from lesson three times a week for Fresh Start Phonics with the HTLA level 4 for an intervention programme with students who are below age-related expectations with a phonics-based approach. The HTLA level 4 also assesses with the LUCID Screening test for reading, spelling, reading speed, handwriting and word processing. We also use a dyslexic screening programme to identify students that may have dyslexic tendencies, then target intervention and specialist support. The targeted students have access to the LUCID Comprehension Booster programme. This is baselined and monitored through the different levels.

## Spending

Area of Spend	Amount spent 2018/19
Renaissance place – Star test subscription £9336.60 (contribution 50%)	£4,668.2
Pinpoint Learning subscription	£400
IDL Software subscription	
Literacy	£199
Numeracy	£299
PiXL timetable App annual subscription	£50
HLTA annual salary plus on costs is £25k (contribution 30%)	£7500
Assistant SENDCO salary plus on-costs is £58,264.00 (contribution 10%)	£5,826
<b>Total</b>	<b>£18,633</b>

## What strategies have been used to monitor and evaluate the impact of Year 7 Catch up premium funding

To monitor and evaluate the impact of Catch Up Premium funding, the school:

- Formally assess students in each subject in the two whole school assessment weeks
- Closely track and analyse the progress of students on a half termly basis using STAR, IDLS Numeracy and Literacy and Phonics Screening.

## Impact - how last year's allocation made a difference to the attainment of the pupils who benefit from the funding

Year 7 2018-19		
	Sept 2018	June 2019
STAR reading test	10.4 yrs	10.7yrs
STAR reading test Smaller targeted cohort	7.6 yrs	8.1 yrs
Phonics cohort	137	-

Year 7 2019-20		
	Sept 2018	June 2019
STAR reading test	10.4 yrs	10.9yrs
STAR reading test Smaller targeted cohort	8.3 yrs	9.1 yrs
Phonics cohort	182	286
IDL Reading cohort	9.1	10.7
IDL Spelling cohort	8.6	9.3
Maths Gap filling assessment	Year average 1.7 grade	2.5 grade
Maths GCSE paper	1.7 grade	2.2 grade

This group of students will continue to be monitored throughout their time at Park High School in order to 'close the gap' in their performance in English and Maths on leaving Park High School. In the 2019 GCSE results 65% of students achieved a 'standard pass' in English and Maths (NA 2019 65%).

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