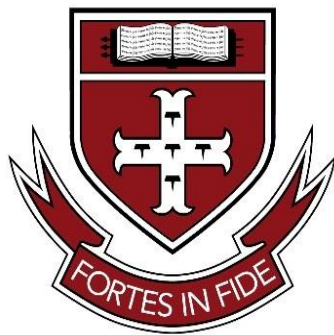


St Bede's Catholic Academy
(Lanchester)



St Bede's
Catholic School
& Sixth Form College

YEAR 7 CATCH UP PREMIUM POLICY & PLAN

| | |
|------------------------------------------------------------------|-----------------------|
| Governing Body Approval: School Staffing and Standards Committee | |
| Name: J Leech (Chair) | Signature: |
| Date: | January 2020 |
| Review Date: | Autumn Term 2020-2021 |

Contents

| | |
|----------------------------------------------------|----------|
| Mission Statement | 3 |
| Principles | 3 |
| Background and Provision | 4 |
| Allocation | 4 |
| Overview Plan and Expenditure for 2019-2020 | 5 |
| Additional Use of Funding | 6 |
| Overview Plan and Expenditure for 2018-2019 | 7 |
| Impact 2018-2019 | 9 |
| Impact 2017-2018 | 9 |

Mission Statement

The school is a Catholic school and as such the aims within it are to create an atmosphere of Catholic values, attitudes, practice and knowledge such that all children will have the opportunity for their faith to be nurtured. Thus they will be able to widen and deepen themselves as people in preparation for this life and for the life to come.

St Bede's aims to be a community inspired by Christ to serve others.

Catholic: from the Greek Katholikos meaning 'universal'
Universal: concerning or relating to everyone in the world.

St Bede's Catholic School and Sixth Form College aims to:

"Provide the very best educational experience for each individual pupil within a Catholic context through developing our community as Christians, learners, teachers and pupils.

Principles

The Gospels of Christ contain the values upon which St Bede's Catholic School and Sixth Form College is founded. Every child with his/her individual needs and gifts is a unique gift from God.

All members of staff, governors and learning support assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic/Christian environment.

This is an essential, integral part of the spiritual development of the whole school community.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background and Provision

The Catch-up Premium provides schools with additional funding for each Year 7 pupil who is deemed not to be 'secondary ready' in reading and/or mathematics at the end of KS2. Historically, the funding was allocated to those children who did not achieve at least level 4 in reading and/or mathematics at the end of KS2.

Schools have been advised on effective use of the funding, which may include:

- individual tuition in addition to classroom teaching
- intensive small-group tuition
- purchasing external services and materials to add to those provided by the school, e.g. tutor services or proven computer-based learning or online support
- summer or holiday schools to deliver intensive catch-up over a short period

In order to meet the stated requirements, the Governing Body of St Bede's Catholic School and Sixth Form College will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the governors of the school will ensure that the needs of pupils who are not 'secondary ready' are adequately assessed and addressed through termly pupil progress meetings.

We will use research, such as that from the Sutton Trust Education Endowment Foundation, in order to ensure we use the premium in ways that have maximum impact on the pupils' progress.

Allocation

Year 7 Catch-up Premium funding in 2019 to 2020 has been allocated on the same basis as 2018 to 2019. This funding is adjusted to reflect the percentage size change of the school's year 7 cohort between October 2018 and October 2019 school censuses.

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Number of students eligible for Catch-up Premium <i>Students deemed not 'secondary ready' in the KS2 national curriculum tests in reading and/or mathematics.</i> | 2018-2019 = 65 2019-2020 = 64 |
| Total amount of catch-up premium received for 2019-2020 | Estimated £13000 |
| Total amount of catch-up premium received for 2018 - 2019 | £15,321.00 |
| Total amount of catch-up premium spent in 2018 - 2019 | £15,321.00 |

Overview Plan and Expenditure for 2019-2020

| Focus of expenditure | Cost | Purpose / objective | Impact |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Standardised Test for the Assessment of Reading (STAR).</i> | Accelerated Reader subscription (40 licenses) with 4 additional licences = £1133.28 4 hours per week literacy lesson with teacher (£30.96 per session) and Learning Mentor (£16.27 per session) with 44/86 | STAR is an online test used to measure a pupil's reading level. The test uses multiple-choice questions and takes approximately 20 minutes to complete. Teachers will be able to select a list of reports that can include a scaled score, percentile rank, grade equivalency and instructional reading level. | Quick and accurate identification of gaps in pupils' reading skills will mean early and targeted intervention can be implemented. |
| <i>Accelerated Reader weekly intervention for pupils identified as not 'secondary ready' in reading (KS2 SATs data).</i> | students not Secondary Ready for 39 weeks = £3851.39 Total = £4984.67 per year | <i>Accelerated Reader</i> is a reading programme that helps teachers support and monitor children's reading practice. Teachers will have the information they need to monitor pupils' reading practice and make informed decisions to guide their future learning. | Pupils' confidence and motivation will improve; they will develop a love of reading; they will develop key literacy skills and vocabulary growth. |
| <i>Read, Write, Inc. Fresh Start small group phonics and reading intervention</i> | £146.44 (9 x 55mins) per week SLM/LSA to deliver = £5711.06 Total = £5711.06 | <i>Read, Write, Inc. Fresh Start</i> is designed to support pupils, whose reading level is below age-related expectations. Daily intervention sessions will be tailored according to each pupil's level. Pupils will work through a series of modules at their own pace until their reading age improves and further intervention is not required. | Pupils will become more confident readers; reading ages will increase; the gaps in their reading will be closed through intensive focus on their phonological and processing skills. |
| <i>One-to-one numeracy catch-up weekly intervention for pupils identified as not 'secondary ready' in maths (KS2 SATs data).</i> | £47.33 (6 x 20mins) per week LSA to deliver Total = £1846 per year | One-to-one numeracy intervention is a bespoke catch-up programme designed to address pupils' specific needs. | Gaps in pupils' numeracy skills will be targeted and they will progress in line with expectations; confidence and self-esteem will improve. |

| | | | |
|----------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Numeracy Buddies weekly mentoring programme</i> | £11.84 (2 x 20mins) per week LSA to supervise Total = £461.76 per year | <i>Numeracy Buddies</i> involves one-to-one mentoring by a sixth form student (supervised by LSA), working through <i>MyMaths</i> tasks. Intervention is personalised to each pupil and based initially on their individual KS2 exam analysis. | Pupils' self-esteem and confidence will improve; positive relationships develop through peer-mentoring; gaps in pupils' numeracy skills will be targeted and they will progress in line with expectations. |
| <i>MyMaths online programme</i> | £450 subscription fee Total = £450 per year | <i>MyMaths</i> is an interactive online teaching and homework website that builds pupil engagement and consolidates Maths knowledge. The assessment manager system enables teachers to track and monitor progress effectively. | Improved motivation and engagement through interactive lessons, games and worksheets; gaps in pupils' numeracy skills will be targeted and they will progress in line with expectations. |

Additional Use of Funding

| | |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Dedicated literacy lesson in English curriculum</i> | Weekly literacy lesson led by English specialist to develop a love of reading. Lessons focus on shared and group reading for pleasure, developing oracy and an appreciation of the writer's craft. One lesson per fortnight takes place in our school library to encourage all students to regularly change their reading book. |
| <i>Dedicated private reading sessions during P4</i> | Whole-school focus on developing a love of reading. Form Tutors lead these sessions and model effective reading habits and dispositions. |
| <i>Whole-school literacy and numeracy</i> | Whole school focus on literacy and numeracy skills across the curriculum. All departments ensure that literacy and numeracy are developed and enhanced within their subject areas. |
| <i>Whole-school use of differentiation</i> | A differentiated approach to learning ensuring that individual needs are met and that all pupils have access to an appropriate curriculum and are challenged to move forward. |
| <i>Summer School</i> | Summer programme led by SENCO and Year 7 Welfare and Development Manager designed to build positive relationships, increase confidence, and develop social skills. |
| <i>Additional resources</i> | Purchase of additional texts and resources to support pupils with low confidence and reluctance in reading, writing, spelling and numeracy. |

Overview Plan and Expenditure for 2018-19

| Focus of expenditure | Cost | Purpose / objective | Impact |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Standardised Test for the Assessment of Reading (STAR).</i> | <p>£1,697 AR reading licenses</p> <p>£61.91 (55mins x 2) per week English teacher to deliver + £81.35 per week SLM (55 mins x 5) to support</p> <p>= £5587.14</p> <p>Total = £7284.14</p> | <p>STAR is an online test used to measure a pupil's reading level. The test uses multiple-choice questions and takes approximately 20 minutes to complete. Teachers will be able to select a list of reports that can include a scaled score, percentile rank, grade equivalency and instructional reading level.</p> | <p>Quick and accurate identification of gaps in pupils' reading skills will mean early and targeted intervention can be implemented.</p> |
| <i>Accelerated Reader weekly intervention for pupils identified as not 'secondary ready' in reading (KS2 SATs data).</i> | | <p><i>Accelerated Reader</i> is a reading programme that helps teachers support and monitor children's reading practice. Teachers will have the information they need to monitor pupils' reading practice and make informed decisions to guide their future learning.</p> | <p>Pupils' confidence and motivation will improve; they will develop a love of reading; they will develop key literacy skills and vocabulary growth.</p> |
| <i>Read, Write, Inc. Fresh Start small group phonics and reading intervention</i> | <p>Teacher's guide and assessment modules = £351.00</p> <p>£146.44 (9 x 55mins) per week SLM/LSA to deliver = £5711.06</p> <p>Total = £6062.06</p> | <p><i>Read, Write, Inc. Fresh Start</i> is designed to support pupils, whose reading level is below age-related expectations. Daily intervention sessions will be tailored according to each pupil's level. Pupils will work through a series of modules at their own pace until their reading age improves and further intervention is not required.</p> | <p>Pupils will become more confident readers; reading ages will increase; the gaps in their reading will be closed through intensive focus on their phonological and processing skills.</p> |
| <i>One-to-one numeracy catch-up weekly intervention for pupils identified as not 'secondary ready' in maths (KS2 SATs data).</i> | <p>£47.33 (8 x 20mins) per week LSA to deliver</p> <p>Total = £1846 per year</p> | <p>One-to-one numeracy intervention is a bespoke catch-up programme designed to address pupils' specific needs.</p> | <p>Gaps in pupils' numeracy skills will be targeted and they will progress in line with expectations; confidence and self-esteem will improve.</p> |
| <i>Numeracy Buddies weekly mentoring programme</i> | <p>£5.92 (1 x 20mins) per week LSA to supervise</p> | <p><i>Numeracy Buddies</i> involves one-to-one mentoring by a sixth form student (supervised by LSA), working through</p> | <p>Pupils' self-esteem and confidence will improve; positive relationships develop through peer-</p> |

| | | | |
|---------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Total = £230.75 per year | <i>MyMaths</i> tasks. Intervention is personalised to each pupil and based initially on their individual KS2 exam analysis. | mentoring; gaps in pupils' numeracy skills will be targeted and they will progress in line with expectations. |
| <i>MyMaths online programme</i> | £450 subscription fee Total = £450 per year | <i>MyMaths</i> is an interactive online teaching and homework website that builds pupil engagement and consolidates Maths knowledge. The assessment manager system enables teachers to track and monitor progress effectively. | Improved motivation and engagement through interactive lessons, games and worksheets; gaps in pupils' numeracy skills will be targeted and they will progress in line with expectations. |

Impact of Catch-Up Premium 2018-2019

| | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literacy | <ul style="list-style-type: none">• 77% of 'non secondary ready' students were making expected or above expected progress at the end of year 7.• 8 of these students were above their expected progress, and 6 students had improved to a point where they were above the year group average score in the end of year test.• 89% of the students improved their reading age over the year. The average increase was 13.6 months. 20 students increased their reading age by over 12 months in the academic year. |
| Numeracy | <ul style="list-style-type: none">• 86% of students who were not secondary ready in Maths improved their year group ranking across the year, with 3 students improving by 65 places or more.• 89% of these students made expected or greater than expected progress across the year.• Of the students involved in the Numeracy Buddies intervention, there was an average of 11.9 positions of improvement in their ranking, suggesting they may more progress than their peers. |

Impact of Catch-Up Premium 2017-2018

| | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literacy | <ul style="list-style-type: none">• 94% of 'non-secondary ready' students were achieving or exceeding their FFT20 targets by the summer term.• 11 of the 'non-secondary ready' students were exceeding their expected progress by the summer term.• 43 of the students increased their reading age over the year. The average increase was 9 months. 20 of the students increased their reading age by 12 months of more in a 11 month period. |
| Numeracy | <ul style="list-style-type: none">• 80% of 'non-secondary ready' students were achieving or exceeding their FFT20 targets by the summer term.• Only 2 students remained at developing level throughout the whole year. |