

CATCH UP PREMIUM STRATEGY

Purpose

The Government has made a commitment to provide additional funding to schools for each year 7 student who did not achieve at the expected score for reading and/or maths at the end of key state 2 (KS2). Grace Academy Solihull will receive additional funding for each student in year 7 who did not achieve the expected score in reading and/or maths at the end of KS2. In order to know which students are eligible, the Department of Education (DfE) will use the following data to determine how much funding each school will receive:

- Autumn 2018 school census
- Provisional results from the 2018 National Curriculum Assessments at KS2

Based on the FFT data available, we now believe that Grace Academy Solihull has 49 students who are below the expected standard in English, maths or both on entry to Grace Academy Solihull:

- 44 students working below the expected standard in English.
- 49 students working below the expected standard in maths.
- 21 students working below the expected standard in both subjects.

Grace Academy will receive the Catch up Premium funding of £20,322 for 201/19.

(Some students arrived without KS2 data)

Context

English: Nationally, 25% of students arrived in Year 7 below the expected standard for Reading; 22% of students arrived in Year 7 below the expected standard for Spelling, grammar and punctuation (DfE: November 2018) . For 2018/19, 24% of students arrived in Year 7 at Grace Academy Solihull below expected standard for Reading; 24% arrived in Year 7 below expected standard for Spelling, grammar and punctuation.

Maths: Nationally, 24% of students arrived in Year 7 below the expected standard in maths. For 2018/19, 27% of students arrived at Grace Academy Solihull below expected standard for maths.

Catch up Premium Spending 2017/18

| <u>Provision</u> | <u>Cost</u> |
|--|--------------------|
| Additional literacy and numeracy support/tutoring | £18,253.15 |
| Resources | <u>£ 11.43</u> |
| Total Spend | <u>£18,253.15</u> |
| Carry forward (to support year 8 2017/18 CuP students) | <u>£1,354.42</u> |

English.

Catch-up students made progress during 2017/18: 50% of catch up students have made expected or above expected progress.

Maths.

Catch-up students made significant progress during 2017/18: 61% of catch up students have made expected or above expected progress.

If you have any queries about the Catch up Premium, please visit the DfE website (<https://www.gov.uk/year-7-literacy-and-numeracy-catch-up-premium-for-schools>.)

Or contact Mrs Russell (Assistant Principal) at dawnrussell@graceacademy.org.uk

Catch-Up Strategy 2018/19:

| Objective | Strategy |
|--|---|
| Improve reading ages/skills for students below floor level of 100 – year 7 | Use hard data at transition to early identify students below the floor level at KS2. To use internal data at Assessment Points to monitor progress (including accelerated reader data) |
| Improve spelling ages/skills of students below floor level 100 – year 7 | Use hard data at transition to early identify students below the floor level at KS2. To use internal data at Assessment Points to monitor progress: including diagnostic spelling tests. |
| Improve numeracy competencies of students below floor level 100 – year 7 | Hegarty Maths. Used for all students starting from a low point. Ks3 curriculum that explicitly teaches ks2 skills as a start point for the weakest after baseline tests to ensure prior knowledge gaps are identified and bridged. |
| To successfully transfer knowledge from intervention tuition to classroom to support learning with peers | Employment of specific Catch-up teaching assistant who will deliver bespoke lessons to small, extraction groups and then support in the classroom. |
| Linking intervention with English and maths schemes of work | Catch-up teaching assistant to ensure that all intervention is relevant to the curriculum delivered in the classroom. |

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| To research appropriate dyslexia programme to support diagnosis and learning strategies | To purchase a computer based programme to support learning need and develop skills and strategies which students can deploy across all subject areas. |
| To identify a programme in line with the new Spelling, punctuation and grammar expectations at GCSE | Using current on line resource packages to ensure intervention is relevant to changing curriculum. |
| To research the impact of electronic devices (ie laptops) | Where appropriate, students will have access to electronic learning aids (eg laptop, e-pen) to overcome barriers. |
| Catch-up students to remain high profile in classroom based learning as well as smaller interventions. | Catch-up students are considered in all lessons. Seating plans, learning passports and learning walks will evidence that students are receiving appropriate support, including differentiated work. |
| To promote accelerated learning for catch-up students; ensuring they have access to appropriate reading materials | Catch-up students will be given opportunities to access reading across the curriculum, including during tutor time. Peer support and one to one reading with older students. |