

Catch Up Premium Strategy 2019-2020

1. Summary information					
School	Cardinal Newman Catholic High School				
Academic Year	2019-2020	Total Catch Up Funding Budget	£9000		
Total number of Y7 pupils	165	Number of pupils not secondary ready in English	41	Number of pupils not secondary ready in maths	24

2. Statement

The Year 7 Catch Up premium is a Government initiative whereby additional funding is allocated to schools to help support pupils who did not meet the expected standard in Maths and/or English at Key Stage 2. The money was previously allocated based on the number of pupils who did not receive a level 4 or higher in Maths and English in the KS2 SATs; but for the last two years this has changed to pupils who are not deemed secondary ready.

We have a budget of £9000 of funding this academic year. We plan to spend £1500 to purchase a proportion of the Accelerated Reader Scheme to support reading in English. £500 will be spent on resources and £7000 on additional teaching periods used for intervention and small group teaching. All pupils in the catch-up cohort for Maths, English or both are monitored carefully to ensure that any additional support is having the intended impact.

	Male	Female	Total
Y7 Cohort figures	89	76	165
Percentage	54%	46%	
Number of pupils with less than 100 in English	28	13	41
Percentage	31%	17%	25%
Number of pupils with less than 100 in Maths	12	12	24
Percentage	13%	16%	15%

Key Stage 2 – Percentage of pupils meeting expectation

	Maths	English
School	85%	75%
National	79%	73%
Difference	6%	2%

3. Barriers to future attainment (for pupils eligible for Catch-Up Premium)		
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Students with prior attainment scores below 100 in English and in Maths may struggle to access the secondary curriculum.	
B.	Students with low prior attainment may find the transition to secondary education difficult.	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
C.	Students with low prior attainment do not always attend school regularly.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	The progress of students, who did not meet the expected standard at Key Stage 2 in either English and Maths improves.	<ul style="list-style-type: none"> Assessment results across the curriculum show progress and an increased number of students are on track to achieve a standard pass.
B.	Students form positive relationships with both teaching staff and their peer group. They demonstrate positive attitudes to learning and achieving.	<ul style="list-style-type: none"> Students achieve positive attitude to learning grades on their termly reports. Students participate in the wider life of the school. An effective programme of transition is in place to support students from KS2-KS3.
C.	To ensure that the attendance of students with low prior attainment is in line with national figures.	<ul style="list-style-type: none"> The majority of students have 95% + attendance.

5. Planned Interventions

Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	All Students in Year 7 are assessed using Lucid Exact for reading comprehension, reading speed, spelling, handwriting	EEF: Developing reading and comprehension strategies can improve progress by 6+months. Developing and increasing pupil vocabulary allows greater understanding of text and examination materials.	<ul style="list-style-type: none"> Students who have weak processing, comprehension skills, difficulties with spelling and handwriting are identified and appropriate interventions are put into place to support them. 	RSe/SRo/JCa	Jan 2020
A & B	Students with low reading ages are supported through a paired reading scheme ' Reading Buddies '.	<p>EEF: Small group tuition can increase progress by 4+months when targeted effectively.</p> <p>EEF: Developing reading and comprehension strategies can improve progress by 6+months. Developing and increasing pupil vocabulary allows greater understanding of text and examination materials.</p>	<ul style="list-style-type: none"> Students' confidence with reading improves. Students' reading ages increase. Students are more engaged with reading. 	JCu/HPa/JDa	Jan 2020

A	<p>The Accelerated Reader Programme helps to improve pupils' attitudes to reading, their comprehension skills, understanding of vocabulary and their reading age.</p>	<p>EEF: Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p>EEF: Parental engagement can improve progress by 3+ months.</p>	<ul style="list-style-type: none"> • Students are reading books with an appropriate level of challenge for their reading age. • Students' engagement with reading is monitored regularly. • Parents are informed about reading ages and strategies to accelerate progress in reading. • Information evening for parents about the importance of reading and the Accelerated Reader Programme. 	JDa	Jan 2020
A	<p>The Reading Plus intervention programme enables students who find reading challenging to develop their comprehension, vocabulary, motivation, and reading efficiency.</p>	<p>EEF: Developing reading and comprehension strategies can improve progress by 6+months. Developing and increasing pupil vocabulary allows greater understanding of text and examination materials.</p>	<ul style="list-style-type: none"> • Students are able to read and access more challenging texts. • Students engage with the programme both at home and school. • Students make progress and feel a sense of achievement. • Parents engage with the programme and monitor their child's progress. 	RSe/AJo	Jan 2020
A & B	<p>A Social Skills/Speech and Language Programme supports students who experience difficulty with aspects of communication.</p>	<p>Research shows that poor communication can impact on a young person's academic success as well as their social and emotional development.</p>	<ul style="list-style-type: none"> • Students develop communication strategies and skills to deal effectively with challenging and sometimes emotional situations. 	RSe/CHa	Jan 2020

A	<p>SNIP Literacy programme supports students with low standardised scores and addresses weaknesses in reading and spelling and closes gaps in phonic knowledge.</p>	<p>Evidence from schools using the SNIP programme indicate that over a 4 year span the average improvement for all pupils was slightly more than 10 months a year in spelling and 12.1 months in reading.</p>	<ul style="list-style-type: none"> • Improved attainment of students. • Positive impact on social and emotional wellbeing. • Students are taught a range of techniques that enable them to read, write and spell with greater accuracy. accuracy. accuracy meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. 	RSE/ZWi	Jan 2020
A	<p>Numeracy Skills Programme of targeted support for pupil with low numeracy levels</p>	<p>EEF: Small group tuition can increase progress by 4+months when targeted effectively.</p>	<ul style="list-style-type: none"> • Improved attainment of pupils • Greater confidence in core numeracy skills and knowledge. • Improvement in ability to problem solve and work as a group. 	RSe/GWi	Jan 2020
A & B	<p>Targeted support for EAL students delivered by specialist teachers.</p>	<p>EEF: Small group tuition can increase progress by 4+months when targeted effectively.</p> <p>EEF: One to one tuition can increase progress by 5+ months when targeted effectively</p>	<ul style="list-style-type: none"> • Students' vocabulary and knowledge of language structures improves. • Students are able to access the Key Stage 3 curriculum. • Increased levels of independence. 	JPa/JRi	Jan 2020

A & B	Maths mentoring	EEF: Small group tuition can increase progress by 4+months when targeted effectively.	<ul style="list-style-type: none"> • Students are supported to develop their mathematical skills and knowledge with a peer mentor. • Students feel more confident working with number and display more positive attitudes to maths. • Students find enjoyment in their learning in a calm and purposeful environment with the support from their mentor. 	LSh	Jan 2020
A	Additional Curriculum time for English and Maths.	EEF: Extending school time can increase progress by 2+ months when used effectively.	<ul style="list-style-type: none"> • Students have access to more high quality first teaching to accelerate their progress and support them to access the wider curriculum. 	LSh/JCu	Jan 2020
B	There is a programme of support to ensure effective transition for pupils from KS2 to CNCHS.	Research shows that 'Pupils need to make positive adjustments to their new school so that their wellbeing is maintained and their learning is coherent and continuous'	<ul style="list-style-type: none"> • Information sharing between primary school and CNCHS • Pupils engage in the activities to support transition e.g. Year 5 taster, New at Newman, Summer school, Foundation Days, Additional visits for vulnerable students. • Effective use of prior data informs the support each student will be offered. 	RFi	Jan 2020
C	To improve the attendance of pupils in the catch up cohort	NFER: Poor attendance is one of the biggest barriers to learning_addressing attendance is a key priority.	<ul style="list-style-type: none"> • The attendance of catch up students is in line with national figures. • There are fewer catch up students who are persistently absent. 	HJa	Oct 2020

