

Psalm 6: Verses 5-6

Yes, my soul, find rest in God;
my hope comes from him
Truly he is my rock and my salvation;
he is my fortress, I will not be shaken.



Year 7 Catch-Up Premium Statement (Review of 2017-18 Planning for 2018-19)

Author:
Date reviewed by Governors
Date next due to be reviewed:

Assistant Principal KS3 & Deputy Assistant Principal KS3
25th January 2019

Psalm 6: Verses 5-6

Yes, my soul, find rest in God;
my hope comes from him
Truly he is my rock and my salvation;
he is my fortress, I will not be shaken.

Our Academy Vision is “Living Well Together with Dignity, Faith and Hope”. We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures.

At All Saints Academy, our vision is “Living Well Together with Dignity, Faith and Hope” and this translates into our everyday practice. The value of hope is particularly relevant when we consider the processes involved in Catch-Up Premium as we want ensure that all students strive to be the best they can be. This will enable us to provide a transformational education for our students and to give staff a sense of purpose in all that they do.

1.0 Statement of Intent

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 students who achieved an outcome of ‘below expected progress’ in their KS2 SATs.

All state-funded schools with Year 7 students receive this funding.

Allocations:

As a school we receive an additional £500 for each student in Year 7 who did not achieve ‘expected progress’ at the end of KS2.

How we will use the funding in 2018-19:

As a school we assess the individual needs of each of the students who attract the Year 7 catch-up premium to decide the best way to use the funding. We select programmes and interventions that we know are effective.

- Recruitment of a KS2/3 specialist teacher to lead catch up work, small group interventions or staff intervention groups. Having a lead specialist linked to the catch up programme will ensure that the students who require literacy or numeracy intervention will receive the necessary contact time, as well as expertise at KS2 level, to make improvements towards expected levels.
- The provision of literacy and numeracy intervention with selected students in our feeder primary schools making use of electronic devices and student-led reading materials.
- The purchase of a range of engaging fictional e-books, chosen by individual students, downloaded to iPads. This will encourage students who require catch up in literacy to develop an enjoyment of personal reading after initial intervention support by specialist staff.
- The purchase of Accelerated Reader to use with iPads, to support individual reading and literacy development.
- The provision of a transition programme to support our most vulnerable prospective students as they join the Academy.

Psalm 6: Verses 5-6

Yes, my soul, find rest in God;
my hope comes from him
Truly he is my rock and my salvation;
he is my fortress, I will not be shaken.

2.0 Current Context and Previous Academic Intake Statistics

2017-2018

Eligibility for catch up continues to be for students who achieved an outcome of 'below expected progress' in the KS2 SATs.

The summary for this cohort (114 students) was as follows:-

We received £16,000 of funding which equated to the need to support at least 32 students. As an academy we decided to focus on reading and literacy but also to be addressing maths more specifically and introducing an appropriate intervention, as outlined on page 2.

This funding was spent as follows:

- One to One reading support at £5,000.00
- A Numeracy intervention group at £2,500.00
- A Literacy intervention group at £2,500.00
- Transition literacy project at £1185.00
- 40% of salary of reading co-ordinator

Below expected Standard at KS2 (100) in:

Below expected Standard at KS2 (100) in	Numbers of students (percentages)
Reading	50 (43.86%)
Maths	53 (46.49%)
Reading and Maths	37 (32.46%)

97 or below in:

97 or below	Numbers of students (percentages)
Reading	41 (35.96%)
Maths	42 (36.84%)
Reading and Maths	30 (26.32%)

We looked at those students who achieved 97 or below to prioritise interventions and ensure the catch-up premium was focussed on those most in need. 41 students achieved 97 or below in Reading, 42 students achieved 97 or below in Maths. We had 30 students who fell into both categories.

Psalm 6: Verses 5-6

Yes, my soul, find rest in God;
my hope comes from him
Truly he is my rock and my salvation;
he is my fortress, I will not be shaken.

Subject	Number of pupils in intervention	% of students who made improvement	Average progress per pupil
Reading	24	18/24 – 75%	1 Year and 7 months
Numeracy	21	61.9%	1.5

2018-2019

Eligibility for catch up continues to be for students who achieved an outcome of 'below expected progress' in the KS2 SATs.

Our new intake cohort (148) student summary is as follows:-

This year we expect to receive approximately £25,000.00 of funding which equates to the need to support 32 students who are below expected standard in both Mathematics and Reading, 13 who are below expected standards in Mathematics and 5 students who are below standard in Reading. As an Academy we have again decided to focus on reading and literacy but we will also be addressing maths more specifically and introducing an appropriate intervention, as outlined on page 2.

Below expected Standard at KS2 (100) in:

Below expected Standard at KS2 (100) in	Numbers of students (percentages)
Reading	38 (25.67%)
Maths	45 (30.40%)
Reading and Maths	32 (21.62%)

97 or below in:

97 or below	Numbers of students (percentages)
Reading	33 (22.29%)
Maths	21 (14.18%)
Reading and Maths	21 (14.18%)

Similarly to last year, we looked at those students who achieved 97 or below to prioritise interventions. 33 students achieved 97 or below in Reading, 21 students achieved 97 or below in Maths. We have 21 students who fall into both categories.

Psalm 6: Verses 5-6

Yes, my soul, find rest in God;
my hope comes from him
Truly he is my rock and my salvation;
he is my fortress, I will not be shaken.

Year 7 literacy and numeracy catch up funding has been used in our new transition programme which started in January. Liaison with the primary schools highlighted the students who were coming to the Academy and the funding was spent on buying Amazon Fire devices for the 7 students with a reading age below 7. They were then supported weekly with our Year 10 readers and reading coordinator to try to improve their literacy skills before they joined us. This venture cost 7% of the catch up. The rest of the catch-up paid for a reading teacher who reads with and assesses all students more than two years below chronological age.

- One to One reading support at £5,000.00
- A Numeracy intervention group at £2,500.00
- A Literacy intervention group at £2,500.00
- Provision of an accelerated reading package for iPad at £450.00
- Literacy/Numeracy projects with our feeder schools at £650.00
- Provision of an EAL app for iPad at £100.00
- Recruitment of a primary trained teacher to support transition and intervention using remaining funding.

Transition pilot

Using the catch-up funding, we ran a pilot literacy programme working with students with low reading ages or with SEND in one of our feeder primary schools. Students from All Saints Academy, who were in Years 10 and 12, read weekly with these students. As part of the pilot, we purchased a number of Kindle Fire tablets and pre-loaded them with reading material chosen by the primary students. Additional hard copy texts, chosen by the primary students, were purchased. The pilot programme ran for 13 weeks. In September 2018, the reading ages of all Year 7 students were assessed at All Saints in the second week of term. Of the readers in the pilot programme, 13 had an improved reading age of at least one year. Three students had a lower reading age than when previously tested. Intensive reading support is already in place for the student with the lowest reading age in the pilot, who was also the most reluctant of the readers in the group. The students whose reading ages had regressed will be re-tested in October 2018 following further support.

Feeder programme	Number of pupils in intervention	% of students who made improvement	Average improvement in reading age (of those who made progress)
Kindle reading support	18	72%	2 years and 4 months