

Leadership Project 2019. Catch Up Premium

Concept

- Introduced to schools in January 2013 for Year 7 students who did not achieve the expected standard in Key Stage 2 National Curriculum tests in maths and/or reading.
- The purpose of this funding is to enable schools to deliver additional support, such as 1:1 tuition or small group intervention, for pupils who need it most (GOV.UK).
- Ofsted inspectors currently consider how a school is using its catch up premium.

Phase 1. Identification. Jan to April.

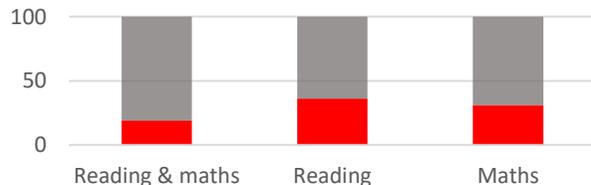
Objectives.

1. Efficient use of funding and resources.
2. Pupils meet expected outcomes and progress.
3. Teachers to understand the process for catch up funding.

Why is this relevant?

1. Identified in the SIP.
2. 36% of pupils not meeting reading expectation.
3. 31% of pupils not meeting mathematics expectation.

% of students not achieving expected standard



Phase 2. Challenge and implementation. April-July.

Already actioned-summary.

1. Focus on high quality English and maths lessons.
2. Provision for literacy and numeracy in all lessons.
3. Smaller class sizes in year 7.
4. Accelerate reader programme.

Initiatives to be introduced-summary.

1. Targeted interventions.
2. Investment in reader pens.
3. Research into Lexia programme.
4. Reading and numeracy packs for parents.
5. Reading for pleasure drive.
6. Weekly maths challenge.

Phase 3 Review and Refine Sep-Dec.

Questions to reflect on:

1. To what extent was Lexia a good investment?
2. How effectively were teaching staff deployed for intervention?
3. To what extent did the school support, encourage and implement support for catch up pupils?
4. How well was catch up supported by parents?
5. How/where could funding be spent more effectively?

Strategy

- Pupils identified by HODs for English and Maths who did not meet the expected standard in their year 6 SATS would receive catch up support.
- These pupils were grouped by 'topic based target' and 'potential to meet target'.
- This year 1 trial group were selected as those being closest to their scaled score (97-99) and would engage in and benefit from the process.
- The pupils would be re tested to confirm the progress had been made/target had been met.

Barriers

1. Year 6 SATS.
2. 2 year cycle required.
3. Staff engagement.
4. Additional staff workload.
5. Working with external agency-response and booking timeline.