

## Catch Up Funding

### What is Catch Up Premium?

The government is providing a catch up premium for children who at the end of Primary School did not achieve the [expected standard](#) in reading or maths.

Our school received £12,315.00 in 2017/18 and is receiving £14,305 in 2018/19

In 2017/18 there were 22 students in the year group who were eligible for catch up funding (roughly a fifth of the year group). It is worth noting that 79% of this cohort are also in receipt of Pupil Premium funding, which is significantly higher than the national average. For 2018/19 the level of PP in Year 7 is about 50 percent.

### How did we use Catch Up Premium?

The money is utilised in a variety of ways to improve standards in this area and close the gap for students who are behind national expectations. The main focus is to target resources based on data. PSCA has set flight paths which are challenging so students are targeted to achieve in the top 20% nationally based on their KS2 SAT examinations. This approach is consistent with our focus for students with Pupil Premium. There are a number of factors that can impact on learning including attendance, motivation, life experiences, gaps in learning, quality teaching, specific interventions and one to one teaching.

During the year we focused on a number of overarching areas which complement the above factors including:

- The creation of systems to embed the use of data into teaching and learning through our improvement cycle. Focussing staffing in English and Maths to target needs based on data analysis
- Daily Literacy time has been further revised as a part of the core and connections time. Those students with greater need have been targeted
- The development of our work around Speaking and Listening, including the use of speaking frames and a no hands up approach in the school
- Continued focus on motivation and removal to barriers to learning through our quality first provision
- Ensuring persistent absence is addressed by tutors and the attendance team
- Offer support on Saturday morning and after school for those students who are struggling to make progress through newly funded post

	Impact
Maths	<ul style="list-style-type: none"> <li>• All students are working at a rate of progress in line with being in the top 50% of students nationally.</li> <li>• 1 student is working in the top 20% for progress</li> <li>• These students are doing better than the rest of the Year 7 cohort in comparison with regards to progress</li> <li>• Only 13 of the 22 students are now below National Expectations</li> <li>• Those students not in line will receive continued support in Year 8</li> </ul>
English	<ul style="list-style-type: none"> <li>• 12 students are working at a rate of progress in line with being in the top 50% of students nationally.</li> <li>• 2 students are working in the top 20% for progress</li> <li>• These students are broadly in line with (slightly below) the rest of Year 7 for progress</li> <li>• 2 of the 22 students are now in line with National Expectations</li> <li>• Those students not in line will receive continued support in Year 8</li> </ul>

In Summary the use of catch up premium was more effective in Maths than in English. The work will need to be continued for some students in Year 8 to best meet need.

## Next Steps – 2018 / 19

Our focus in 2018/19 is to ensure that we target need with increasing levels of rigour. This will include:

- Maintenance of current approach ensuring there is an increasing alignment of students, staff and parents to ensure strong progress. This will be supported by student progress meetings
- Insist on students attending either small groups after school or Saturday School for students making insufficient progress
- Additional focus on Year 7 Maths intervention based on where there was poor progress in KS2. This will involve additional teacher time, a tested intervention and use of Year 11 mentors
- Overview and quality assurance of teaching in English to ensure greater continuity between KS2 and 3. Introduction of CLPE teaching sequences into Year 7 to aid this
- Joe Oddie (Phase 2 English Lead) is also teaching Year 7 and focusing on students who did not meet the expected standard