

Mercia School

Catch-Up Premium Spending Plan 2018-19



Author:
Joshua G. Fisher
Deputy Headteacher

This policy has been approved by the Local Governing Body and has been signed by the Chair of Governors	
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Catch Up Premium Spending Plan 2018-19

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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



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Catch Up Premium Spending and Success 2018-19

1. What is the Catch-Up Premium?

The Catch-up Premium was introduced in January 2013 and has since provided schools with additional funding for each Year 7 student who did not achieve the expected level in reading and/or mathematics at the end of Key Stage 2 (KS2). This funding will always be used to provide literacy and numeracy catch-up support for underachieving students in Year 7, in order that they are given the opportunity to “catch-up” as quickly as possible.

Schools can make their own decisions about how the grant is best used in the context of their existing strategies to help underperforming students to ‘catch-up’. In 2018 to 2019, schools will receive the same overall amount of Year 7 catch-up premium funding they received in 2017 to 2018, adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2018 census.

In 2018/19, we have been allocated £11,970, based on 19% of our pupils being eligible for the Premium.

2. Use of the Catch-Up Premium 2018 – 2019

In the KS2 tests, a scaled score of 100 or more is the equivalent of ‘meeting the expected standard’. 23 pupils in the 2018/19 cohort of Year 7 students did not meet the expected standard in Reading; 25 did not meet the expected standard in Maths. 14 students did not meet the expected standard in both Reading and Maths. Further support has been provided to those students as shown in the table on p. 4



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Spending Plan 2018-19

Plan	Priority	Implementation Timeline							Cost (£)	Lead & Review	2018-19 Cycle RAG		
		Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19			1	2	3
1	Purchase Engelmann's Direct Instruction programme of study. Cost of delivery from the Head of Mathematics also factored in.	1.1	PL	Co	Im	Im	Im	Im	£1,000	JF			
2	Furnish a dedicated intervention classroom for catch-up support through accelerated learning	1.1	PL	Co	Im	Im	IM		£3,4250	JF			
3	Purchase 'Thinking Reading' programme of study. A research-based approach to accelerated reading	1.1	Co	Im	Im	Im	Re		£7,000	JF			

Other support given to pupils:

1. All pupils were a member of a 'study group' which allowed pupils to work independently in a small group during self-study. 100% of pupils stated this made them feel supported with their learning.
2. 75% of literacy catch-up pupils were involved in handwriting classes to help improve basic expectations of handwriting. Evidence in books shows the impact of this intervention was high in all cases.
3. A reading club was set up with all catch up pupils involved. The reading club was ran by the Assistant Headteacher. The cost of the club was the % of AHT time, as well as purchase of books. All catch-up pupils read 'Rooftopper' and discussed at length with the Assistant Headteacher. 100% of pupils said they felt it boosted their comprehension skills.

Key

Co	Communicate	PI	Plan	Pt	Pilot
Rv	Review	Im	Implement	Ev	Evaluate ₄



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Impact 2018-19

Spending commitment	Impact
<p>Purchase Engelmann's Direct Instruction programme of study. Cost of delivery from the Head of Mathematics also factored in.</p>	<ul style="list-style-type: none"> • Pupils were identified as requiring catch-up mathematics and they were assigned to 2.5 hours a week of Accelerated Maths led by our Head of Mathematics. • Pupil voice of individuals involved showed an increased positivity towards mathematics. Pupils said they felt the sessions helped improve their mathematical ability and performance. • Accelerated maths continues in a small group environment and is continually assessed. • There has been a positive impact on mathematical assessments. Pupils are closing the gap on similar ability peers. • No More Marking Comparative Judgement is clear proof of progress as a result of this accelerated programme. . Whilst we are cautious about the data, the "working at" grades of pupils at the start and end of academic year. 11/12 pupils improved their "working at" by at least 1 whole grade. In an average school, the expectation is that "working at" grades stay constant. This shows the positive impact of the Accelerated Learning Programme • The Direct Instruction programme is ongoing, as is evaluation of its effectiveness. • 100% of pupil stated that they 'strongly agreed' that 'Accelerated Learning has helped improve their mathematical ability'.
<p>Furnish a dedicated intervention classroom for catch-up support through accelerated learning</p>	<ul style="list-style-type: none"> • The Accelerated learning room is now fully equipped with a computer, visualizer, lectern, interactive whiteboard and tables/chairs. • The room is used every day for accelerated maths, English and reading. It is also used for one-to-one support as required. There is clear research to show that a dedicated room for intervention is more impactful than classroom based withdrawal or intervention. • Those eligible for catch-up have benefitted hugely from a safe environment in which they can 'catch-up'.
<p>Purchase 'Thinking Reading' programme of study. A research-based approach to accelerated reading</p>	<ul style="list-style-type: none"> • 3 teachers (2 English teachers and 1 PE/dance teacher) have been fully trained to deliver Thinking Reading • 6 catch-up pupils have started the programme. The programme is a 1:1 intervention. • The children have made excellent progress in improving their reading ages. 1 child has successfully completed the programme and in two years has improved her reading age from 7.2, up to 9.9 in one year. More children are continuing to undertake the programme in 2019-20. 2018-19 was a year dominated by the required training and CPD to deliver the intervention effectively. • Work is ongoing with the intervention and evaluation is ongoing as a result.