

Cardinal Langley **RC** High School

Catch Up Premium

Strategy 2018/19

'The school makes effective use of its Year 7 catch-up funding to support pupils whose English and maths scores were low at primary school'

Ofsted, 2017

Year 7 Catch-up Premium

The Year 7 Catch-Up premium provides additional funding for schools to accelerate the progress of identified students in literacy and numeracy. The funding is aimed at Year 7 students who did not achieve the expected standard at the end of Key Stage 2. The funding enables the school to deliver additional support for those students that most need it so that they catch up with their peers.

In the academic year 2018/19, Cardinal Langley RC High School receives £22,500 to support pupils in Year 7 who had been identified from their Key Stage 2 assessments as not meeting the expected standard in literacy, numeracy or both.

In 2018/19 there are 218 students in Year 7, although KS2 data is not available for 1 students. The following table is a summary of the percentage of students not reaching the expected Key Stage 2 standard.

	Students <u>not</u> achieving KS2 standard in 2017	Students <u>not</u> achieving KS2 standard in 2018
GPS	21%	22% (48 students)
Reading	34%	26% (58 students)
Maths	31%	26% (57 students)
Achieving all 3	55%	63%

The average performance of all students compared to national average is summarised below:

	Average CL Score 2017	Average CL Score 2018	National Average 2018
GPS	103.9	105.7	106
Reading	102.4	104.4	105
Maths	101.7	103.7	104
Combined	103	104	

Comparison with national indicates that the average KS2 performance of students at Cardinal Langley is improving but remains below national average across all three areas. This highlights the need for effective spending of the Catch Up Premium to enable students to accelerate their progress in literacy and numeracy so as to access all areas of the curriculum. The provisional national data for 2018 is below:

64% pupils reached the expected standard in reading, writing and maths

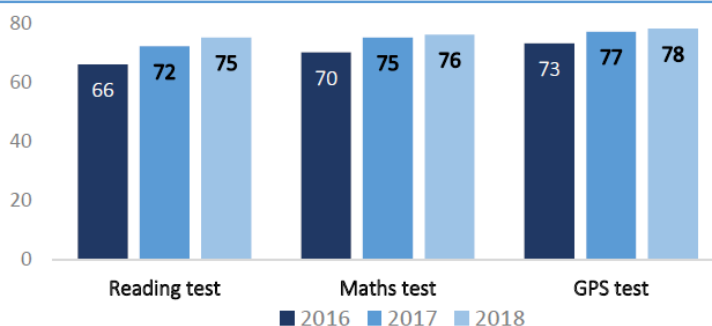
In 2018, 64% of pupils reached the expected standard² in all of reading, writing and maths. Attainment in reading, writing and maths (combined) is not directly comparable to previous years because of changes to writing teacher assessment (TA) frameworks. In 2017, 61% of pupils reached the expected standard compared to 53% in 2016.

Attainment at the expected standard in tests has increased across all subjects

In reading, 75% of pupils reached the expected standard in 2018, up by 4 percentage points³ from 2017.

In maths, 76% of pupils reached the expected standard, up by 1 percentage point.

In grammar, punctuation and spelling (GPS), 78% of pupils reached the expected standard, up by 1 percentage point.



Catch-Up Premium Spending Plan 2018/19

Strategy	Actions/Plans	Spending	Expected Impact/Evidence
Reading Intervention	All Year 7 students completed reading and spelling age tests on entry. Intervention programme students regularly tested throughout the year.	£2,500	All students initially tested July / Sept. CL staff to administer tests in partner primary schools and at CL in summer term for non-partner primary schools. Reading intervention cohort re-tested Feb & June to determine progress
	Small group guided reader sessions for all students with a reading age between 6.8 and 8.7 (15 in total).	£5,000	Key Worker small group intervention with identified students takes place for one hour per day across the first term of Year 7. Students expected to make between 6 and 12 months progress in reading age across the first term to enable greater access to the curriculum.
	Reading resources provided to students and families to encourage reading for pleasure.	£1,000	All students provided with a personal 'book in a bag' which is chosen from a recommended list. This will be provided with information to parents on how they can support and encourage reading at home. Student reading records used to track how many students are reading regularly and survey of all Year 7 & 8 students planned to coincide with World Book Day to assess the success in ' <i>reading for pleasure</i> '.
Numeracy Intervention	KS2 student maths scores and question level analysis used to identify cohort for intervention and diagnose specific areas of need.	£2,000	Year 7 scheme of learning adapted and resources developed to support identified cohort in maths lessons. Progress data of cohort analysed at each assessment window to track average Doodle step and increase in percentage assessed as secure or mastering.
	Numeracy resources e.g. board games, provided to students and families to encourage use of numeracy outside school.	£500	Student reading records used to track how many students using resources at home.
	Numeracy rewards for form time quizzes.	£500	Raised profile of numeracy within school. Fortnightly activities developed by Lead Practitioners. Completion of <i>Mathswatch</i> activities used to measure engagement and 'flightpaths' used to track progress.
	'Off timetable' Maths focused day for KS3 pupils and a numeracy fortnight with participation from all subjects focusing on agreed cross-curricular numeracy themes.	£1000	Increased progress in maths related to topics identified in KS2 question level analysis.
Intensive Literacy & Numeracy Intervention	Students identified with reading age between 8.10 and 9.10 provided with daily support across Autumn term with experienced practitioner (19 students in total).	£5,000	Small group intervention with identified students takes place for one hour per day across the first term of Year 7. Students expected to meet the Year 7 expectations in English and maths by the end of the academic year.

Transition Summer School	Year 6 students below expected standard in reading and maths targeted for intensive intervention prior to the start of Year 7.	£5,000	Progress of cohort tracked termly and intervention provided to ensure that the expected standard is reached in English and maths by the end of the academic year.
		£22,500	

