



Year 7 Catch-Up Premium Plan 2019-20

What is the Catch-up Premium?

The English and mathematics Catch-up Premium was introduced in 2013. This funding's purpose is to help schools support pupils who have not reached Age Related Expectations at the end of Year 6 (Key Stage 2). The intention is to accelerate pupil progress during year 7 so that children are achieving in line with age related expectations as quickly as possible. Schools are responsible for deciding how this funding should be spent.

For the academic year 2019-2020, Broadstone Middle School will receive \approx £17,000 in funding for the \approx eligible pupils in Year 7. These pupils did not reach the required standard in either reading or mathematics.

This additional grant will be used to identify concerns and target intervention and support to accelerate progress and for interventions to narrow the gap by providing intensive literacy and numeracy support and raise the attainment of those pupils entitled to catch up premium.

Within the group of 122 eligible pupils, support was identified as being needed for the following groups:

- 32 pupils were in need of literacy support only

- 30 pupils were in need of maths support only

- 20 pupils in need of reading or maths support (literacy and numeracy)

Waves of Intervention: At BMS pupils are identified for differing intervention strategies based on their type of academic need. Through close monitoring and evaluation systems the following 'Waves' of intervention have been identified.

Wave 1 Pupils - Pupils not at ARE (Age Related) but predicted GDS (Greater Depth) – (2)

Wave 2a Pupils – Pupils not at ARE but predicted ARE (based on prior attainment) (17)

Wave 2b Pupils – Pupils not at ARE but also not predicted ARE (based on prior attainment) – (13)

Wave 3 Pupils – Pupils at ARE but predicted GDS (based on prior attainment) – (11)

Year 7 Catch-up intervention programme 2019-20

Intervention Strategy	Strategy	Intended impact	Cost
<p>Small focused groups intervention for English (literacy) QA – MY</p>	<p>A targeted literacy programme is delivered by our Academic Learning Mentor at lunchtimes and/or during tutor time. GL Test 11T English used to measure progress and attainment pre and post intervention.</p>	<p>Focused intervention to gain maximum impact. Personalised learning approach to support individual’s needs. Develop spelling, punctuation, grammar skills, reading and comprehension.</p>	<p>Staff: £4938 Tests: £358</p>
<p>Increased reading age and engagement – to support progress in English and across all subjects QA-MY</p>	<p>Rapid Reader programme improves pupils reading ages. It also develops a love of reading and increased comprehension skills. Pupils working with the School Librarian and their English teacher. GL Test 11T English used to measure progress and attainment pre and post intervention.</p>	<p>Focused intervention to gain maximum impact. Personalised learning approach to support individual’s needs.</p>	<p>Staff: £4297 Lucid: £302 + VAT</p>
<p>Small focused groups intervention for maths QA – JT & JD</p>	<p>ECC (Every Child Counts)</p> <p>Every Child Counts helps schools to raise achievement through:</p> <ul style="list-style-type: none"> • a range of programmes to support children who struggle with mathematics • developing high quality teaching approaches for all children. <p>Complete Maths: Calculation and other specialised maths programmes is delivered by Lead maths practitioner and the school maths SLE during tutor times to focus on key numerical skills.</p> <p>GL Test 11T Maths used to measure progress and attainment pre and post intervention.</p>	<p>Focused intervention to gain maximum impact. Personalised learning approach to support individual’s needs. Develop rapid recall of facts e.g. number bonds, times tables, arithmetic methods. Develop problem solving skills using key facts in real life contexts.</p> <p>ECC pupils made an average Number Age gain of 15 months in 4 months - almost 4 times the expected progress</p> <ul style="list-style-type: none"> • 91% of ECC pupils showed more confidence and interest in learning mathematics after an ECC program. 	<p>Staff: Complete Maths: £500 Staff training: GL Tests: £6673.80 (Cost for whole school)</p> <p>ECC Training: ≈£500</p>

<p>Whole School inclusive core subject provision QA – JP, JD, JT & MY</p>	<p>Based on research by the Education Endowment Fund all pupils will be taught in mixed attainment groups from September 2019.</p> <p>Through Quality First Teaching teachers will:</p> <p>Plan for the flexible conceptions of intelligence, set high expectations for pupils' attainment and encourage pupils to believe in their ability to overcome problems; clearly communicate their high expectations through challenging and appropriate learning objectives, adopt flexible within-class grouping that is not detrimental to lower-attaining or disadvantaged pupils; know their pupils well, avoid labelling them, use prior attainment data accurately in order to apply differentiation flexibly and model exemplar lessons as part of their professional development and training.</p>	<p>Personalised learning approach to support individual's needs develops pupils' maths confidence and competency.</p> <p>Feedback forms will help to identify early misconceptions from pupils.</p>	<p>Staff CPD: £500 Staff coaching: pro rata of Curriculum Director salary</p>
<p>Resources QA – JT, JD, JR, MY</p>	<p>Any additional resources deemed appropriate to support learning and progress for pupils where additional resources are required to meet the needs of the pupils in relation to literacy and numeracy.</p> <p>As necessary on a per pupil basis.</p> <p>Complete Maths & White Rose Maths Resources purchased to improve consistency of QFT.</p> <p>Surfaces purchased to ensure that the latest ICT tools can be used by all pupils to accelerate progress.</p>	<p>Focused intervention to gain maximum impact. Personalised learning approach to support individual's needs.</p>	<p>Subscriptions: £500 Software: £198 Surfaces: new computers order for Sep'19</p>
<p>TOTAL</p>	<p>Additional expenditure to be met from School Budget, including the Prior Attainment Grant</p>		<p>£15425</p>

Monitoring & Review

Monitoring and review arrangements Individual pupil progress is monitored by the catch-up teacher on an on-going basis and further monitored half termly by the Catch-up Coordinator, English Coordinator and Maths Coordinator. Progress is reported to the Senior Leadership Team. Weaknesses in pupils' learning are identified and appropriate actions put in place to enable them to catch up. Where needed, additional intervention is added, arranged by the English and Maths Coordinators and making use of specialist TAs and subject teachers.