

Catch-up Premium 2018-19

Introduction

The government has allocated a maximum of £500 per student for schemes to support the progress of children in maintained schools who are in year 7 and who did not attain the national floor standard in their SATS for English (reading) and/or mathematics at the end of year 6. That standard has been set at a score of 100.

Impact of Catch-up Premium for 2017-18

For the academic year 2017-18 the catch up grant for The Pingle Academy was £20,317 which was in line with the figure received for 2016-17, due to similar numbers of year 7 students.

The money has been used to fund 2 specific schemes identified below and the following progress has been made during 2017-18:

- 1. To fund a highly experienced primary phase teacher to support the delivery of a timetabled nurture group within year 7, aimed at accelerating the literacy, numeracy and social skills of the students within it.***

IMPACT

- In English
 - Students identified for the Key Skills group improved their average grade score from 0.5 to 0.93 showing a difference of 0.43 of a grade, equating to half a grade per student. No students regressed within this group.
- In Maths:
 - Students identified for the Key Skills group improved their average grade score from 0.93 to 1.06 showing a difference of 0.13 of a grade, equating to a tenth of a grade per student. No students regressed within this group.

- 2. A HLTA (Higher Level Teaching Assistant), TA and a qualified librarian providing English 'Corrective Reading', comprehension and inference programmes for Catch Up Premium pupils.***

IMPACT

- Of the students who both were selected and completed the course for Corrective reading, 83.3% made progress in their reading ages with some impressive accelerated progress.
- The standardised score improved for 2 students by 10 and 11 points respectively, which is excellent.

- The majority of students progressed from single figure reading age into double figures.
- Average standardised reading score at start of catch-up was 86, improving to 93.79 at the end of the course, showing an a percentage increase of 9.32%
- Average reading age at start of catch-up was 8 years 4 months, rising to 10 years 4 months at the end of the course, showing an increase of 2 years.

Individual student reports are available within The Pingle Academy and provide further details of outcomes. These are regularly shared with relevant members of staff to identify any additional support that is required.

Use of Catch-up Premium for 2018-19

For the academic year 2018.19 it is anticipated that The Pingle Academy will receive £20,664 and is in line with the funding received in recent years.

The money is largely used to fund a designated HLTA to help to improve the students with the lowest KS2 reading scores, through the successful corrective reading programme and a highly experienced primary phase teacher to support the delivery of a timetabled nurture group within year 7, aimed at accelerating the literacy, numeracy and social skills of the students within it.

During 2018.19, the money is intended to support each student who did not achieve the floor standard score of 100 in reading and/or mathematics at key Stage 2.

In addition to partially funding 2 specialised members of staff to work with lower ability students in year 7, at The Pingle Academy, we also support a wider range of students using a range of strategies taken from the list outlined below:

Literacy Strategies 2018-19

- The timetabling of a nurture group in year 7 which is staffed with specialised teachers who are trained to support students with a range of educational needs, including low literacy and social skills.
- Corrective reading programme for a percentage of students who achieved the lowest reading scores.
- The tracking and monitoring of students through reading and spelling tests.
- Introduction of an accelerated reading programme delivered through English lessons and includes the selection of books to suit the readers' needs and followed by online tests to identify progress and understanding before moving onto another book.
- The delivery of inference training for a selected group of low literacy students (non corrective reading) to allow those students to gain a greater understanding of words and the text they are reading.
- Tutor time activities.
- Access to Winston the therapy dog to help to comfort vulnerable students as they try to improve their low reading levels.
- Introduction of Lexia into the literacy schemes of work
- Involvement in World book day activities.

Numeracy Strategies 2018-19

- The timetabling of a nurture group in year 7 which is staffed with specialised teachers who are trained to support students with a range of educational needs, including numeracy and social skills.
- Additional mathematics classes continue in year 8 and 9 and replace MFL for any lower ability students who continue to be behind their peers.
- Hegarty Maths has been purchased to support more independent learning in mathematics and individualised work can be set.
- Tutor time numeracy activities, including the opportunity to log onto Hegarty Maths and to work through identified weaker areas of their understanding.
- A trained TA runs a mathematics lunchtime club open to students in year 7 and 8 and encouraged lower ability students from the nurture group to attend. Basic Maths skills are developed and reinforced through these sessions.
- During lessons all starters are to include recap/revisiting of topics to develop long term mastery.

NB: A large portion of the financial resources gained through the catch up funding is intentionally devoted to catch up on literacy skills, mainly through the corrective reading interventions and lesson time accelerated reading programme. This will significantly impact Maths progress as students have a better understanding and accessibility to more problem solving questions.