

## Year 7 Catch-up Premium (All Saints Catholic College)

### Allocation, Spend, Impact and Evaluation



Student numbers to be used in calculation of the Pupil Premium Grant (PPG)

Allocation	2019/20 Expected Funding	Funding Received
<b>Quality first teaching and harnessing the power of feedback</b> Number of Year 7 students who did not achieve at least a scaled score of 100 in reading and/or mathematics at Key Stage 2	£9,500	£TBC

The Year 7 catch-up premium is a fund to support pupils who did not achieve the expected standard in reading and/or maths at the end of Key Stage 2.

This additional grant was used to:

- I. Narrow the gap by providing intensive literacy and numeracy support and raise the attainment of those students entitled to catch up premium.
- II. Identify concerns and target intervention and support to accelerate progress.

Plan/Spend 2019/20		
1. Planned expenditure		
Academic year	2019/2020	
Intervention	Strategy	Intended impact
Small focused group intervention for English	An intensive literacy programme is delivered during school and/or withdrawal from lessons.  Withdrawal from lessons with a small number of pupils for reading intervention.  Increased teaching capacity within the English department to run reading interventions and support literacy development in other departments.  Staff training on extended writing, supporting literacy across the curriculum and key department specific terms.	Focused intervention to gain maximum impact. Personalised learning approach to support individual's needs.  Develop spelling, punctuation, grammar skills, reading and comprehension.

<p>Increased reading age and engagement – to support progress in English and across all subjects</p>	<p>Accelerated reader programme improves students reading ages. It also develops a love of reading and increased comprehension skills.</p> <p>Lexplore – Librarian and SEND will be trained to deliver this to small groups of pupils. This will help with early identification.</p> <p>Students working with the school librarian and their English teacher.</p>	<p>Focused intervention to gain maximum impact. Personalised learning approach to support individual's needs.</p>
<p>Small focused group intervention for maths</p>	<p>Students who achieved a scaled score of below 90 in their KS2 SATS tests will have an extra hour of Maths per week, which will be taken during core PE time.</p> <p>During this time students will complete the 'Passport Maths' early intervention program. The program is designed for year 7 students who are not secondary ready. The program costs £10 per student.</p> <p>KEV will be running the sessions with additional TA support from CCA.</p>	<p>Focused intervention to gain maximum impact. Personalised learning approach to support individual's needs.</p> <p>Program will support students to be secondary ready, helping them to go on to better outcomes at GCSE.</p>
<p>Differentiation whole school</p>	<p>Differentiated approaches to learning to ensure progress All students' needs are met. Access to an appropriate curriculum for their needs to promote progress.</p> <p>Embedded through the use of coaching across the school.</p>	<p>Focused intervention to gain maximum impact.</p> <p>Personalised learning approach to support individual's needs. Develop reading comprehension.</p>
<p>The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</p>		
<p><b>Minimising barriers to achievement Total budgeted cost</b></p>		<p>Estimated £9500</p>
<p><b>Grand Total of budgeted cost</b></p>		<p><b>£9500</b></p>

<b>Review of expenditure – deployment from previous academic year 2018/19</b>		
<b>Previous Academic Year</b>	In academic year 2018-2019, the school received £8,909 of funding. The impact of its deployment is detailed below.	
<b>i. Narrow the gap by providing intensive literacy support and raise the attainment of those students entitled to catch up premium.</b> <b>ii. Identify concerns and target intervention and support to accelerate progress.</b>		
<b>Impact</b>	<b>Lesson learned</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>32 pupils identified as 'catch-up' when they came to All Saints have made an improvement in their reading ages by an average of 9 months across all pupils.</li> <li>The gap between catch-up pupils and their peers has reduced. There is little gap in life after levels between catch-up pupils and their peers.</li> <li>Levels of literacy have improved through the use of writing frames.</li> </ul>	<ul style="list-style-type: none"> <li>Reading group attendance was excellent which shows that attending reading intervention has a positive effect on pupil's progress.</li> <li>Some pupils reading age was below the test (age 6). This means that some pupils cannot use Accelerated Reader. Lexplore will address this barrier.</li> <li>There is a need to increase staff awareness of who the catch-up pupils are across the wider school so that reading materials are appropriate.</li> <li>The need to embed drop everything and read in year 7.</li> </ul>	<b>£4900</b>
<b>i. Narrow the gap by providing intensive numeracy support and raise the attainment of those students entitled to catch up premium.</b> <b>ii. Identify concerns and target intervention and support to accelerate progress.</b>		
<b>Impact</b>	<b>Lesson learned</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>14 students identified as working below 92 scaled score in Maths when they came to All Saints have improved their numeracy skills.</li> <li>Through the mastery approach and TA support these students are now able to access the KS3 curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure Maths catch-up is successful, intervention needs to take place during school time to ensure that all pupils attend. Without attendance intervention cannot be effective.</li> <li>Student's need quality first teaching to ensure misconceptions are put right and mathematical working out methods are correct.</li> <li>We need to develop better ways to track the impact of numeracy interventions.</li> </ul>	<b>£4000</b>
<b>Grand total of budgeted cost</b>		<b>= £8,900</b>

## Executive Summary

Our key whole-school priorities for improvement are as follows:	To be led by:	This change will require action by members of the community as follows:			
		Teachers	Support staff	Pupils	Parents
<p>1 <u>Excellence through raising aspirations</u></p> <p>1.1 Establish excellence in teaching across the College.</p> <p>1.2 Develop a curriculum that ensures all students are able to master their essential learning.</p> <p>1.3 Develop strategies and systems to raise aspirations and attainment.</p>	SGA	<ul style="list-style-type: none"> <li>• Be humble, open and honest.</li> <li>• Strive for excellence in all.</li> <li>• Inspire the highest aspirations from <u>all</u> pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Act swiftly to maximise pupils' readiness for learning</li> <li>• Inspire the highest aspirations from <u>all</u> pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Be open to learning in new ways.</li> <li>• Be 100% focused on behaviour that supports own learning and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure your child(ren) have excellent attendance</li> <li>• Learn how to help your child(ren) learn at home.</li> </ul>
<p>2 <u>Success through our unique Catholic ethos</u></p> <p>2.1 Develop staff and student understanding of Catholicism and the teaching of the Gospels.</p> <p>2.2 Enhance the care, guidance and support for all students.</p> <p>2.3 Research and develop a clear and coherent articulation of the wider whole-school entitlement and expectation for all pupils.</p>	GDI	<ul style="list-style-type: none"> <li>• Become confident in helping pupils engage in Catholic act of worship</li> <li>• Be active in promoting effective care and discipleship.</li> <li>• Offer students a range of opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Become confident in helping pupils engage in Catholic act of worship</li> <li>• Be active in promoting effective care and discipleship</li> <li>• Offer students a range of opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Engage positively in Catholic acts of worship.</li> <li>• Recognise the need to 'pay it forward' and learn good discipleship and stewardship</li> <li>• To keep a record of experiences through the school</li> </ul>	<ul style="list-style-type: none"> <li>• Engage positively with the Catholic ethos of the school.</li> <li>• Recognise how our Catholic ethos contributes to pupils' growth</li> <li>• To support your child(ren) in accessing wider opportunities</li> </ul>
<p>3 <u>Inspiration through leadership at all levels</u></p> <p>3.1 Embed the vision and values of All Saints Catholic College.</p> <p>3.2 Embed our culture of ethical leadership across the school.</p> <p>3.3 Create a structure of sustainable growth through governance, leadership, staffing and marketing.</p> <p>3.4 Share expertise and learn from others through the support for other schools.</p> <p>3.5 Retain, develop and recruit excellent staff.</p> <p>3.6 Develop student leadership across the school.</p> <p>3.7 Utilise the highest quality of leadership to promote equity in resourcing and provision for our students.</p>	LEM	<ul style="list-style-type: none"> <li>• Lead the positive, ethical ethos of the school in all aspects of daily school life.</li> <li>• Be open and supportive of others in and out of school.</li> <li>• Recognise their role in staff and pupil recruitment and retention.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the positive, ethical ethos of the school in all aspects of daily school life.</li> <li>• Be open and supportive of others in and out of school.</li> <li>• Recognise their role in staff and pupil recruitment and retention.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand their own role in recruiting and retaining great staff.</li> <li>• Recognise their own role in the ethical treatment of others.</li> <li>• Contribute actively to student leadership to help further improve the school.</li> </ul>	<ul style="list-style-type: none"> <li>• To be a voice in the community that promotes the positive ethos, values and experience of the school.</li> <li>• To be involved in the support and further improvement of the school.</li> </ul>

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Topic	Cost (5 £ icons)	Evidence (5 icons)	Impact (Number)
<b>Arts participation</b> <small>Low impact for low cost, based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
<b>Aspiration interventions</b> <small>Very low or no impact for moderate cost, based on very limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
<b>Behaviour interventions</b> <small>Moderate impact for moderate cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
<b>Block scheduling</b> <small>Very low or no impact for very low cost, based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
<b>Built environment</b> <small>Very low or no impact for low cost, based on very limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
<b>Collaborative learning</b> <small>Moderate impact for very low cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
<b>Digital technology</b> <small>Moderate impact for moderate cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
<b>Early years interventions</b> <small>Moderate impact for very high cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
<b>Extending school time</b> <small>Low impact for moderate cost, based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
<b>Feedback</b> <small>High impact for very low cost, based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8
<b>Homework (Primary)</b> <small>Low impact for very low cost, based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
<b>Homework (Secondary)</b> <small>Moderate impact for very low cost, based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
<b>Individualised instruction</b> <small>Moderate impact for very low cost, based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
<b>Learning styles</b> <small>Low impact for very low cost, based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
<b>Mastery learning</b> <small>Moderate impact for very low cost, based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
<b>Mentoring</b> <small>Very low or no impact for moderate cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
<b>Metacognition and self-regulation</b> <small>High impact for very low cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
<b>One to one tuition</b> <small>Moderate impact for high cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
<b>Oral language interventions</b> <small>Moderate impact for very low cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
<b>Outdoor adventure learning</b> <small>Moderate impact for moderate cost, based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
<b>Parental engagement</b> <small>Moderate impact for moderate cost, based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
<b>Peer tutoring</b> <small>Moderate impact for very low cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
<b>Performance pay</b> <small>Low impact for low cost, based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
<b>Phonics</b> <small>Moderate impact for very low cost, based on very extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
<b>Reading comprehension strategies</b> <small>High impact for very low cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
<b>Reducing class size</b> <small>Moderate impact for high cost, based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
<b>Repeating a year</b> <small>Negative impact for very high cost, based on moderate evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-4
<b>School uniform</b> <small>Very low or no impact for very low cost, based on very limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
<b>Setting or streaming</b> <small>Negative impact for very low cost, based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-1
<b>Small group tuition</b> <small>Moderate impact for moderate cost, based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
<b>Social and emotional learning</b> <small>Moderate impact for moderate cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
<b>Sports participation</b> <small>Low impact for moderate cost, based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
<b>Summer schools</b> <small>Low impact for moderate cost, based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
<b>Teaching assistants</b> <small>Low impact for high cost, based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
<b>Within-class attainment grouping</b> <small>Moderate impact for very low cost, based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3

For more information, tools & supporting resources, please visit:  
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