

St Pauls Way Trust School Catch Up Premium Statement 2019-20

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SPWT Catch Up Premium Strategy for 2019-2020

The literacy and numeracy catch up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support Year 7 students who did not achieve expected standards in Reading or Maths by the end of Key Stage 2 (KS2). At St Paul's Way Trust School (SPWT), students are identified on the basis of their KS 2 scores in English and Maths on entry, together with our transition work with primary schools. The aim of all Year 7 intervention work is to raise the level of attainment in English and Maths. For 2019 – 2020, 39 students have been identified as eligible for the Catch Up premium grant, 18 in both Reading and Maths, 16 Reading only and 5 Maths only. At present we are awaiting confirmation of the grant from the Department for Education, but we are working on the basis of a similar allocation to 2018-2019 of £12,760.

This document outlines the school's strategy for the catch up premium.

Scholastic Pro Reading Programme			
<p>Details of the Intervention The Scholastic Pro Reading Programme is a research-based, online assessment resource that develops students into successful, proficient readers. Used by the school's library team in Key Stage 3, the programme identifies students' lexile reading ages and assesses students' comprehension of reading.</p>			
<p>Rationale On average, reading comprehension approached improve learning by an additional five months' progress over the course of the school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress (EEF Toolkit). Through the use of this programme, the school will be able to actively intervene with students who have a low Reading score on entry.</p>			
<p>Costs Incurred £6,080 (over 3 years)</p>	<p>Dates September 2019 – July 2020</p>	<p>Lead Responsibility Chantelle Pine, Whole School Literacy Lead</p>	<p>Monitoring and Evaluation Termly Reading Age Scores English Attainment and Progress</p>

Ruth Miskin Phonics Intervention			
<p>Details of the Intervention:</p> <p>The Ruth Miskin phonics intervention is a programme designed to teach students basic phonics in order to be able to read effectively. Students are identified by reading age below 9 as well as low KS 2 scaled scores in reading</p> <p>Rationale: By training key members of staff in the Additional Educational Needs team, the school is able to offer targeted support students who are most in need of support with their basic reading skills.</p>			
Costs Incurred £780 + LSA delivery	Dates September 2019 – July 2020	Lead Responsibility Rintu Chowdhury, SENDCo, AEN Subject Leader	Monitoring and Evaluation Termly Reading Age Scores English Attainment and Progress

Group Reader Programme			
<p>Details of the Intervention:</p> <p>The programme is a group intervention designed to accelerate literacy and attainment ensuring that no pupil is left behind.</p> <p>The programme is a collaborative method of reciprocal teaching enabling students to check that they understand the content of what they are reading, make inferences based on what they have read and improve their extended writing skills.</p> <p>Rationale: The programme will boost your students' reading comprehension, thinking and learning skills. It will strengthen their confidence so that they can work with greater independence</p>			
£2000	Dates September 2019 – July 2020	Lead Responsibility Chantelle Pine Lead Practitioner	Monitoring and Evaluation Termly Reading Age Scores English Attainment and Progress

Year 7 Golden Group			
<p>Details of the Intervention:</p> <p>The programme is a group intervention designed to accelerate literacy and numeracy for SEN students. Students are identified through primary to secondary transition meetings and are students who have not taken KS2 tests or have scaled scored below...</p> <p>The programme is a small cohort intervention delivered by a specialist teacher who drives literacy and numeracy through the Humanities curriculum.</p> <p>Rationale: The Golden Group develops students' reading comprehension, numeracy, thinking and learning skills.</p>			
	<p>Dates September 2019 – July 2020</p>	<p>Lead Responsibility Lisa Jeffrey – Subject Driver AEN – Golden Group</p>	<p>Monitoring and Evaluation Termly Reading Age Scores English Attainment and Progress</p>

AEN Homework Club			
<p>Details of the Intervention:</p> <p>A number of students face challenges in terms of completing independent work, either because space at home may be limited therefore it is difficult to complete independent work or their additional learning needs are such that they require additional support from adults. The AEN homework club provides a structured and supportive space for students to complete independent work.</p> <p>Rationale: By providing this space students are supported through further differentiation and they are supported by their peers and staff.</p>			
<p>£980</p>	<p>Dates September 2019 – July 2020</p>	<p>Lead Responsibility Lisa Jeffrey – Subject Driver AEN – Golden Group</p>	<p>Monitoring and Evaluation Termly Reading Age Scores English Attainment and Progress</p>

Passport Maths Numeracy Intervention			
<p>Details of the intervention: Passport Maths encourages children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts. The intervention will be introduced to Year 7 students who have entered the school significantly below expected levels.</p> <p>Rationale: By training key members of staff in on the use of Passport Maths, the school is able to ensure a smooth transition in the learning of numeracy from Key Stage 2 to Key Key Stage 3. The resources can be used for students in Year 7 and allow for further differentiation and scaffolding for students who enter with low Maths scores.</p>			
Costs Incurred £750 + LSA delivery	Dates September 2019 – July 2020	Lead Responsibility Humayun Mirza, Lead Practitioner	Monitoring and Evaluation Maths achievement data

Rewards for Literacy and Numeracy Interventions			
<p>Details of the intervention: Through the tutor time programme in Key Stage 3, there is designated time for literacy and numeracy interventions. These are provided by the Library and Maths team and are delivered by form tutors. A discreet rewards budget for engagement with these activities incentivises students to work hard as well as rewarding them for their progress</p> <p>Rationale: By providing a programme of rewards for engagement in literacy and numeracy during tutor time, students recognise the importance of these activities and continue to stay engaged with them.</p>			
Costs Incurred £1000 (£500 for numeracy and £500 for literacy)	Dates September 2019 – July 2020	Lead Responsibility John Bradley, Director of Learning for Additional Educational Needs	Monitoring and Evaluation English and Maths attainment data on a termly basis Student voice

LSA Support			
<p>Details of the intervention: Additional support staff that can provide in class support for students who enter with low scores at Key Stage 2.</p> <p>Rationale: Research shows that students do make progress in literacy catch-up programmes delivered by learning support assistants (LSAs), often away from the classroom, when they are properly trained and supported to do so. By using funds to ensure that LSAs are adequately trained in supporting numeracy and literacy, students are able to receive targeted, one-to-one support.</p>			
<p>Costs Incurred</p> <p>£3,150</p>	<p>Dates</p> <p>September 2019 – July 2020</p>	<p>Lead Responsibility</p> <p>Rintu Chowdhury, SENDCo, AEN Subject Leader</p>	<p>Monitoring and Evaluation</p> <p>Maths attainment data English attainment data Termly reading age scores</p>
<p>Total funds allocated</p>		<p>£21,820</p>	