

2016 – 2017:

English and Maths Catch Up Premium:

The literacy and numeracy catch-up premium provides schools with an additional **£500** for each year 7 pupil who did not achieve at least level 4 in reading and/or maths at the end of key stage 2. In January 2013, David Laws, the Minister of State for Schools, wrote to headteachers of year 7 pupils about the year 7 catch-up premium and how this money should be used. Schools are asked to assess the needs of the individual pupils in their institution and decide the best way to use the funding. Schools are required to select programmes and approaches which have either been proved to be effective or are showing early promise.

Cheadle Hulme High School received £11,000 via the catch-up premium.

Effective use of funding to support catch-up may include:

- individual tuition in addition to classroom teaching
- intensive small-group tuition
- purchasing external services and materials to add to those provided by the school, for example tutor services or proven computer-based learning or online support
- summer or holiday schools to deliver intensive catch-up over a short period.

English Interventions and impacts

During the 2015 – 2016 the following interventions were put in place:

- KS2 Reading level 3.7-4.3 - Fit 4 Reading – breakfast club combining sport / breakfast / +y10 reading buddies
- Accelerated Reader: KS2 Level 3 and below – withdrawal for intensive support with specialist Learning Support Service staff
- Accelerated Reader club – extra catch-up sessions for those students not performing well during lunch times.
- Grammar, Punctuation and Spelling booster sessions for all pupils below Level 3 for GPS, twice a week during registration.

Which brought the following impacts:

- Of the 35 students who came in on level 3 or below in reading, writing or GPS, 32 students (91%) made one sublevel or more progress overall in their English by the end of Y7.
- Fit4Reading – 80% of pupils improved their Reading Age, with 25% improving by at least a year. On average, pupils' National Curriculum Reading levels increased by 2 sublevels.
- Accelerated Reader – pupils improved their Reading Ages by 0.34 on average. Of those who tested below National Curriculum Level 4 for their Reading, 49% improved their Reading Age by at least a year. 77% of these NC level 3 and below pupils improved their National Curriculum Reading level by at least 2 sublevels; 28% improved by at least one whole level; 8% improved by more than 1 level. All data suggests that the curriculum is supporting and developing pupils' reading improvement alongside AR.
- Accelerated Reader catch up – on average, pupils improved their Reading Age by 0.05 and 50% of pupils targeted improved their National Curriculum Reading level by at least 2 sublevels.
- GPS booster sessions – Of the 12 students selected for the booster sessions, 5 pupils improved their National Curriculum Reading level by at least 2 sublevels. Furthermore, the average increase in Reading Age was +0.51, with 50% of pupils reaching a Reading Age of at least their chronological age by the end of the year. The average increase in scaled scores was +68 and in standardised scores was +0.9, thereby proving the gains that targeted intervention can provide for those pupils who need additional support.

As a result for the academic Year 2016– 2017 we will be carrying out the following interventions:

- Fit 4 Reading.
- Accelerated Reader.
- Literacy Intervention focused on reading skills with sixth formers (12BG). Twice a week during registration.
- Intensive support from specialist Learning Support Service staff.
- SPaG intervention for targeted pupils during lunchtimes.
- Form time literacy sessions once a week, with specialist resources aimed at improving pupils' basic literacy levels.

Maths Interventions and impacts

During 2015 – 2016 the following interventions were put in place:

- KS2 <3 and L3 students received normal maths tuition in small group taught by a maths specialist; practical apparatus purchased for these groups (e.g. clock to manipulate)
- Fit for Figures sessions; providing extra maths support before school. Mentoring provided by Year 10 students.
- Intervention homework set using <https://www.mymaths.co.uk/> and (licence required) following from assessments and consolidating work completed in class.
- Individual targets for improvement set following assessments.
- Levelled intervention booklets issued, as appropriate, per student to target next level.
- '5-a-day' lunchtime intervention, targeted towards specific students, staffed by maths teachers and Year 12 /13 students.
- In class targeted intervention as per good practice from Shanghai.
- Preparation and practise text books issued for regular consolidation opportunities, as directed by class teachers.
- Subsidies available for eligible students to participate in extra-curricular maths trips (e.g. Bletchley Park)

Which brought the following impacts for the 34 students (8 of which are in receipt of PP) who did not achieve the floor standard (Secure 4) at the end of KS2. These were measured at the end of Year 7:

- 25 out of 34 students (74%) achieved a Secure 4 (KS2 floor level).
- 32 out of 34 (94%) made 1+ sub level of progress.
- 26 out of 34 (76%) made 2+ sub levels of progress.
- From the Pupil Premium (PP) students, 6 out of 8 (75%) achieved a Secure 4 at the end of year 7.
- From PP, 8 out of 8 students achieved 1+ sub level of progress.
- From PP, 5 out of 8 achieved 2+ sub levels of progress.

As a result, for 2016-17 we will do the following:

- KS2 students achieving a low KS2 score (<90) to receive normal maths tuition in small group taught by a maths specialist; practical apparatus to be purchased for these groups
- Fit for Figures sessions; providing extra maths support before school by Maths teacher alongside breakfast and sports mentoring. Mentoring provided by Year 10 students.
- Intervention homework set using <https://www.mymaths.co.uk/> and also <https://vle.mathswatch.co.uk/vle/> (licence required for both) following from assessments and consolidating work completed in class.
- Continue individual targets for improvement set following assessments.
- Continue levelled intervention booklets issued, as appropriate, per student to target next level.

- Continue '5-a-day' lunchtime intervention, targeted towards specific students, staffed by maths teachers and Year 12/ 13 students.
- In class targeted intervention continued as per good practice from Shanghai.
- Preparation and practise text books issued for new Year 7 cohort with regular consolidation opportunities, as directed by class teachers.
- Subsidies available for eligible students to participate in extra-curricular maths trips (e.g. Bletchley Park)
- Form Numeracy once a week to be run across all years (including Year 7) with support from the Maths department, specifically the Numeracy co-ordinator (A Maguire) and to include relevant materials (Numeracy book provided for all students)