

## **2017 – 2018:**

### **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 approx £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 2016 – 2017 academic year 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
- Grammar, Punctuation and Spelling booster sessions for targeted pupils during lunch times.
- In-class intervention by HLTA during the summer term, to plug gaps in knowledge.
- Form time literacy sessions once a week, with specialist resources aimed at improving pupils' basic literacy levels.
- Literacy Intervention focused on reading skills with sixth formers (12BG). Twice a week during registration.

**Which brought the following impacts:**

- Of the 35 students who came in with a scaled score of 95 or below for GPS, 74% made at least one or more sublevels of progress overall in their English by the summer term, and 37% made at least two or more sublevels of progress.
- Of the 16 pupils who arrived with an overall scaled score of 90 or below in English, 75% made at least one sublevel of progress and 25% made at least two sublevels.
- Fit4Reading – 100% of pupils improved their Reading Age, with 50% improving by at least a year. Pupils' scaled scores improved by an average of +109 over the course of the programme, and their NC reading level moved from an average of a 2a to a 3b.
- Accelerated Reader – pupils improved their Reading Ages by 0.26 on average. With few exceptions, the majority of pupils' NC reading levels increased by at least 2 sublevels. During the data period, 73.2% of pupils improved by 1+ sublevels; 37.3% by 2+ sublevels and 14.8% by 3+ sublevels. All data suggests that the curriculum is supporting and developing pupils' reading improvement alongside AR.
- GPS booster sessions – Of the 23 students selected for the booster sessions, 95.7% of these pupils improved their overall English grade by at least one sublevel, and 43.5% by at least 2 sublevels, by the summer term. Tellingly, in their writing assessments, the majority of pupils improved in A07

(punctuation and sentences). This therefore proves the gains that targeted intervention can provide for those pupils who need additional support.

- 11 pupils were identified for additional support with the HLTA in the summer term and they attended small-group writing clinics during some of their English lessons. Class teachers reported that pupils improved in confidence after their intervention sessions and were able to apply some of the writing skills learnt (namely, sentence control and variety).

**As a result for the academic Year 2017 – 2018 we will be carrying out the following interventions:**

- Fit 4 Reading.
- Accelerated Reader.
- Intensive support from specialist Learning Support Service staff.
- SPaG intervention for targeted pupils with sixth formers.
- Form time literacy sessions once a week, with specialist resources aimed at improving pupils' basic literacy levels.

**Maths Interventions and impacts**

During 2016 – 2017 academic year we put the following interventions in place:

- KS2 < 3 and L3 small group taught by a maths specialist; practical apparatus purchased for these groups (e.g. clock to manipulate)
- Fit for Figures sessions; targeted at students in receipt of Pupil premium; providing extra maths support and breakfast before school.
- Intervention homework set using <https://www.mymaths.co.uk/> and <https://vle.mathswatch.co.uk/vle/> (licence required) following from assessments and consolidating work completed in class.
- Levelled intervention booklets issued, as appropriate, per student to target next areas of improvement identified from assessments.
- '5-a-day' lunchtime intervention, targeted towards specific students, staffed by maths teachers and Year 12 /13 students.
- In class targeted intervention.

**Which brought the following impacts:**

- Of the 69 students who did not achieve the floor standard (100) at the end of KS2. These were measured at the end of Year 7:
- 31 out of 69 students achieved a High FS1+ (KS2 floor level).
- 42 out of 69 made 1+ sub level of progress.
- 18 out of the 69 made 2+ sub levels of progress.

**As a result, for 2017-18 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.
- Preparation and practise text books issued for new Year 7 cohort with regular consolidation opportunities, as directed by class teachers.
- Form Numeracy once a week in small target group.