



2018 – 2019 Catch Up Premium

Cheadle Hulme High School

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 2017 – 2018 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
- 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.

Which brought the following impacts:

- Of the 22 students who came in with a scaled score of 95 or below for GPS, 55% made at least one or more sublevels of progress overall in English by the summer term, and 14% made at least two or more sublevels of progress.

- Of the 35 students who entered with a scaled score of 95 or below for reading, 60% made at least one or more sublevels of progress overall in English by the summer term, and 17% made at least two or more sublevels of progress.
- Fit4Reading – 69% of pupils improved their Reading Age, with 44% improving by at least a year. 81% of pupils improved their scales scores over the course of the programme, with scores improving by an average of +129 over the course of the programme.
- Accelerated Reader – pupils improved their Reading Ages by +0.15 on average. Pupils' average scaled score improved by +68.7. With few exceptions, the majority of pupils' NC reading levels showed improvement over the data period. All data suggests that the curriculum is supporting and developing pupils' reading improvement alongside AR.
- Form time literacy sessions – Of the students selected for the booster sessions, 100% of these pupils improved their overall English grade by at least one sublevel, and 40% by at least 2 sublevels, by the summer term. This therefore proves the gains that targeted intervention can provide for those pupils who need additional support.
- A number of pupils were identified for additional support with AHO and DSI 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, variety and engagement).

As a result, for the academic Year 2018 – 2019, we will be carrying out the following interventions:

- Accelerated Reader. (overseen by the Whole School Literacy Specialists)
- Form time literacy sessions once a week, with specialist resources aimed at improving pupils' basic literacy levels.
- Fit4Reading (co-ordinated by the Whole School Literacy Specialists)
- Intensive support from specialist Learning Support Service staff.
- SPaG intervention for targeted pupils.
- Early Bird intervention for targeted pupils in KS3 coordinated by the Whole School Literacy Specialists.
- Spellzone programme for targeted pupils in KS3 coordinated by the Whole School Literacy Specialists.
- Fresh Start programme for targeted pupils in KS3 that are extracted from MFL and given curriculum time by the Whole School Literacy Specialists.

Maths interventions and impacts

During 2017 – 2018 academic year we put the following interventions in place:

Students with a KS2 score of < 90 were taught in small groups by a maths specialist; practical apparatus purchased for these groups.

- Manipulatives bought and staff training provided on the effective use of manipulatives to enable all students to access the curriculum, with particular focus on transition from KS2 to KS3 and low attaining students.
- 'Fit for Figures' sessions; targeted at students in receipt of Pupil premium; providing extra maths support and breakfast before school using Year 10 mentors and specialist maths teachers.
- 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.
- Intervention booklets issued, as appropriate, per student to target next areas of improvement identified from assessments.
- In class targeted intervention.
- Form numeracy sessions delivered during form time. Training and support provided to form tutors from the 'Numeracy co-ordinator'.

Which brought the following impacts:

As measured at the end of Year 7, of the 60 students who did not achieve the floor standard (100) at the end of KS2;

- 57 out of 60 students achieved a Secure FS1+ (KS2 floor level).
- 49 out of 60 made 1+ sub level of progress (in line with expected progress).
- 70% of students in the small group made good progress.

As a result for the academic Year 2018 – 2019 we will be carrying out the following interventions:

- KS2 students achieving a low KS2 score (<90) to receive normal maths tuition in small groups taught by a maths specialist; practical apparatus to be purchased for these groups.

- Fit for Figures sessions to be continued; 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 groups, alongside provision for all form groups.
- Students who are below the floor standard at KS2 (<100) will be monitored at assessment points and the department intervention policy will be enacted when required.



Laurus Trust
Cheadle Hulme High School
Woods Lane, Cheadle Hulme

Cheadle, SK8 7JY

laurustrust.co.uk