

Catch Up premium report – Cathedral Academy 2018-19

How are Catch-Up Premium students identified?

In previous years students have started at secondary school with a National Curriculum KS2 level in English and Maths and this was used to determine which students were eligible for catch-up premium. Students in year 7 now begin at Cathedral Academy with a KS2 scaled score, representing how they have performed in Maths, English reading and English grammar, punctuation and spelling at the end of year 6 and Cathedral Academy is now free to choose on which students the catch-up premium is spent. Therefore, for 2018-19 (as for 2017-18), students with a KS2 scaled score of less than 100 in both Maths and Reading will be base line tested as they arrive and will receive additional literacy and numeracy intervention so that they perform in line with their Cathedral and national peers.

What is Catch-Up Premium?

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve the expected standard in reading or mathematics at the end of key stage 2. In 2018 to 2019 schools will receive the same overall amount of Year 7 catch-up premium funding they received in 2015 to 2018, adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2018 census. This means that Cathedral Academy is expected to receive approximately £27,000 for 128 students.

Pupils are eligible for Catch-Up Premium Funding if they have a scaled score of 100 or lower in maths or reading.

Cathedral Academy 2017-18 allocation	£18,581
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Interventions & support	Impact & Success
All eligible students have KS2 SATS Question Level Analysis Data scrutinised and key areas for improvement and support identified. The majority of students will be placed into numeracy and/or literacy intervention groups.	84% of Catch-Up premium students accessed support through the Bungee, Platinum, Nurture pathway.
Monitoring and tracking of reading ages for students identified for support and these pupils make as much or more progress than students who do not take part in the interventions.	63% of students eligible for Catch-Up Premium funding made as much or more progress with their reading ages than other students.
Attitude to learning, behaviour and achievement points tracked by Achievement Leaders for all Catch-Up Premium students and additional mentoring support put in place to improve motivation of students causing concern. Form tutor SLO trackers utilised where necessary.	78% of students eligible had an SLO/AL mentor in place to review their progress and support improvement in ATL.
Bungee intervention put in place for students identified through the QLA as needing further support beyond Quality First teaching.	62% of students accessing Bungee support were 'on target' and 12% 'above target' by the end of the year.
Learning Mentor support for Catch-Up premium students funding utilised to put this role in place.	Learning mentors in Maths and English support students in Bungee and Platinum and spend 30% of their time doing this. (2 members of staff)

In the academic year 2018/19 we expect to receive £21,058 and we intend to spend it on the following which had significant impact this year:

- Learning mentor support contribution to salary
- HLTA contribution to salary
- Student Liaison Officer and Achievement Leader Support contributions to salary

- Bungee Intervention programme
- Platinum Reading Intervention programme
- Lexia Programme
- Reading Dog support programme

Details of School Strategies

Phase 1 Tiered Literacy Support Packages

A tiered literacy support package is in place at Phase 1 to support those students who have the greatest needs.

Stage 1 – Nurture Pathway students are involved in the Nurture pathway in both Year 7 and 8. A combination of KS2 data, CATs scores and reading ages are used to identify this cohort. This cohort also includes students who have been identified as vulnerable in conjunction with our partner primary schools. Students receive 5 hours per week of Nurture Support and work on the specific skills that are preventing them from making progress on this English Mastery Pathway. The purpose of this package is not only to improve literacy skills but also to provide students with a learning environment that will develop their confidence, resilience and emotional development.

Stage 2 – Platinum Reading Platinum Reading is an intervention programme designed to improve students' reading and comprehension skills. The programme targets four key areas, phonological awareness; phonics; vocabulary; and fluency and comprehension. Targeted students take part in the programme each term for 1 hour a day every morning. Students work through the programme by completing units specific to the four key areas. The programme combines listening, reading and judgement activities. Teachers monitor this progress and give guidance as necessary. Students automatically move through the programme at their own pace, building up and reinforcing their reading skills, repeating units as many times as required in order to master the skill.

Stage 3 – Bungee (Literacy and Numeracy) The Bungee learning model is designed to build students' confidence, and ensures that they consistently experience a series of 'small wins' in every lesson. Each Bungee lesson follows the same format:

- Equip – group work
- Step – paired work
- Leap – independent work
- The View – responding to feedback
- Bungee – independent written work
- Race to the Top – independent revision

From a literacy perspective the main priority is to ensure that students understand how to construct sentences, and use capital letters and full stops accurately. It is only when the students feel secure with these aspects of their writing that other skills will become a focus. The aim is for all students to use capital letters and full stops correctly and consistently in at least 75% of an extended written piece, although many students will undoubtedly exceed this expectation. In numeracy, the priority is to ensure that students have a deep understanding of basic number topics. The aim is to equip them with the skills they need to access the secondary curriculum confidently.

Platinum Reading Programme

Students who have a below chronological reading age upon transition to the academy have been identified and take part in a 1:1 reading programme. Students read for 30 minutes per day to member of staff and focus on a range of reading skills. Their progress is monitored and measured by using the STAR Reading test. As students' reading ages improve and come in line with their chronological reading age, new students are identified and access the programme.