

## **Catch-up Premium Funding Statement 20.21 September Report**

The UK government has made a commitment to provide educational funding to schools for each Year 7 student who has not achieved a score of 100 or above in reading and/or mathematics at Key Stage 2.

The allocation for the academic year 2019/2020 was **£21,877** (68 students: 55 English, 44 mathematics and 31 overlapping both subjects). The additional grant has been primarily used to target support in small groups in our designated KS3 Success Unit.

### **KS3 Success Unit**

The objective at North Oxfordshire Academy is to ensure that these pupils make the rapid and sustained progress necessary to ensure they are 'secondary ready' and gaps in knowledge and skills are bridged. We aim to accelerate the progress of these pupils by ensuring that their individual needs are met in either reading, numeracy or both to enable them to access a full and wide curriculum.

### **Use of additional funding**

Title	Description	Cost
Targeted support	<p><b>Description:</b> Use of small group teaching and primary teaching techniques in the KS3 SU lead by its own manager. A strong emphasis on aiding students to have a secure skill base in reading, writing, spelling, comprehension and numeracy, giving students a toolkit of skills that allows them to access the mainstream curriculum more effectively.</p>	£20,077
	<p><b>Impact:</b> To measure the impact of KS3 SU we compared the students KS2 Entry Reading rank vs their English Mid-year assessments. The rationale for this is that from past experience almost most interventions showed progress within the programme but do not correlate with core subject outcomes.</p> <p>In Year 7 81% of students improved in their English Mid-Year Assessment.</p> <p>In Year 8 93% of students improved in their English Mid-Year Assessment.</p>	

	<p>Students individual rank order breakdown can be found in the appendices. (End of document)</p> <p>In Year 7 the average attendance for the programme was 95%.</p> <p>In Year 8 the average attendance for the programme was 93%.</p> <p>There was no KS3 SU students excluded in that school year.</p> <p>Following the mid-year assessments many students had moved up a set in English but unable to make any comparison to see if progress was sustained due to no end of year assessment data.</p>	
<p>Whole school literacy and numeracy</p>	<p><b>Description:</b> Whole school focus on students' literacy and numeracy skills across the curriculum. All departments ensure that literacy and numeracy are developed and enhanced within their curriculum, this has been spearheaded by the recruitment of a KS3 lead in both the English and Maths Department.</p> <p>A programme of CPD supported teachers and support staff to develop literacy and numeracy.</p> <p><b>Impact:</b> Whole School INSET Autumn Term: Launch of and sharing of Literacy Action plan and specific training in 'Word Up' teaching of vocabulary for tutor time.</p> <p>Literacy Champions for each Department elected.</p> <p>Teaching of Subject Specific Vocabulary Words in subject action planning/CPD</p> <p>Focus on Literacy at Tutor Time</p>	<p>£1,000</p>
<p>Additional resources</p>	<p><b>Description:</b> Purchase of additional texts and resources to support students with low confidence and reluctance in reading, writing, spelling and numeracy.</p> <p><b>Impact:</b> Year 7 are taking part in the Accelerated Reader programme.</p> <p>Reading did take place at the beginning of each KS3 SU lesson, in a dedicated library lesson during English and during one tutor period per week.</p>	<p>£300.00</p>

	<p>Tutor Library Rota and English lessons were used to quiz books and for STAR reader tests.</p> <p>League tables are shared weekly with students in assemblies and via 'Million Word' club displays.</p> <p>20% have surpassed their chronological reading age.</p> <p>55% Made 13+ Months progress in one year.</p>	
Intervention resources	<p><b>Description:</b> To cater for a range of needs we use a number of interventions such as Direct Instruction, Numeracy Ninjas, Hegarty Maths and Literacy "Step up" Programme developed by United Learning.</p>	£500.00
	<p><b>Impact:</b> Numeracy Ninjas now used in every KS3 Maths lesson as a memory platform.</p> <p>Hegarty Maths Home Learning is set each and every week.</p> <p>Step-up programme- See Targeted Support.</p>	

#### **In the 19.20 mid-year assessments:**

##### **Year 7-**

In English 39% of catch up students had caught up to their age related expectation. (Threshold Rank 117<sup>th</sup>)

In Maths 20% of catch up students had caught up to their age related expectation. (Threshold Rank 129<sup>th</sup>)

##### **Year 8-**

In English 53% of catch up students had caught up to their age related expectation. (Threshold Rank 105<sup>th</sup>)

In Maths 30% of catch up students had caught up to their age related expectation. (Threshold Rank 128<sup>th</sup>)

#### **Intended strategies for 2020-2021**

Strategies to meet the needs of pupils eligible for Catch Up Premium at North Oxfordshire Academy in the academic year 2019-2020 will include those listed above. In addition to these the following interventions will be targeted to pupils on the basis of their need:

- Smaller class sizes for pupils eligible for Catch Up Premium (Set 6 and 7).
- All Year 7 will be taught through Direct Instruction for Term 1-2.
- Specialised training for teaching staff and learning support.

- Adapted Key Stage 3 Curriculum to ensure that pupils consolidate crucial Key Stage 2 assessment objectives.
- Resources such as home learning reading packs and access to Hegarty Maths/Sparx.
- High quality PSHE programme developed to support tutor time and the development of spelling awareness to reduce barriers to learning.
- In school mentoring programme to overcome social and emotional barriers to learning.
- Sixth form students trained to act as reading mentors once a week with catch up premium pupils after school.
- Parental engagement through information evenings.
- Use NGRT reading age tests at the beginning of Y7 to identify students with literacy levels significantly below age related expectations.
- Ensure that the curriculum in each subject explicitly sets out the words that pupils encounter and retain as they progress through the curriculum, along with the key texts they will study.
- Teachers will explicitly identify, define and explain the meaning of Tier 3 (subject specific) words as they are encountered. This can be supported by student resources such as knowledge organisers which enable pupils to self-test their understanding of these words. Tutor time can also support this.