

Catch-up Premium Statement 2019-20

During the academic year of 2019-20, Shirebrook Academy will receive £11,065 (estimate) in catch-up premium.

There are 183 students in the 2019-2020 Year 7 cohort.

- 62 students (33%) entered the Academy being below age-related expectations in English (reading).
- 47 students (26%) entered the Academy being below age-related expectations in Maths (numeracy).

2019/20 Strategies	Intended outcomes	Rational & evidence	Budgeted Cost
Foundation Learning	<p>Assessment Points 2 and 3 indicate average Progress Grade of '2', which demonstrates good progress from entry point.</p> <p>Reading ages to increase by at least 10 months, evidenced using the Renaissance Reading programme.</p> <p>STAR Maths indicates increase of at least attainment by 10 months</p> <p>*Students who have met the NGRT standard of 85 will be transferred to the Catch-Up programme during registration.</p>	<p>30 students who entered well below end of KS2 age related expectations (SATs scores below 85) in either English, Numeracy or both at the end of KS2 are removed from between 2 and 4 Languages lessons per week and receive additional lessons in Literacy and Numeracy; twenty students who currently miss all four Languages lessons also study basic French in a small group to ensure they can take up French later in KS3 if they make good progress and can be removed from the Foundation Learning Programme.</p> <p>The Foundation learning Programme makes use of the LIT Programme for English, which develops core reading, vocabulary and literacy skills. Students also use Spelling Shed and participate in the Accelerated Reading/Renaissance Place reading programme. In Numeracy, students undertake a range of activities that are directly linked to weaknesses shown in Maths assessments, using information from class teachers and the STAR Maths system.</p> <p>20 Y8 students and 11 Y9 students will continue to receive Foundation Learning in the same format as above.</p>	£6,000

2019/20 Strategies	Intended outcomes	Rational & evidence	Budgeted Cost
Catch-up Literacy and Numeracy intervention during registration	<p>Assessment Points 2 and 3 indicate average Progress Grade of '2', which demonstrates good progress from entry point.</p> <p>Reading ages to increase by at least 10 months.</p> <p>STAR Maths indicates increase of attainment at least 10 months</p> <p>Students who have met the NGRT standard of 95 will be rolled off the course.</p>	<p>12 Year 7 students entered below the end of KS2 age-related expectations (SATS scores between 85 and 94) in either literacy or numeracy at the end of KS2 receive two sessions of 'Catch-Up' intervention during registration in a small group with a teaching assistant once a week.</p> <p>Literacy sessions involve small group shared reading and comprehension activities and use of the Accelerated Reader and Spelling Shed programmes.</p> <p>Numeracy sessions consist of participation in Numeracy Ninja activities which link to weaknesses identified using the STAR Maths programme.</p>	£550
EAL Intervention	<p>Assessment Points 2 and 3 indicate average Progress Grade of '2', which demonstrates good progress from entry point.</p> <p>Reading ages to increase by at least 10 months.</p>	<p>Three year seven students receive additional tuition in literacy during one registration per week with specialist EAL teaching assistants. These sessions involve shared reading and comprehension and use of the Spelling Shed programme.</p>	£550
Quality First Teaching	<p>Assessment Points 2 and 3 indicate average Progress Grade of '2',</p>	<p>29 students within English and 30 students within Maths who attained just below KS2 age related expectations (SATS score 95-99) in either subject will receive quality first teaching in classrooms, with support from a</p>	STAR Maths £430

2019/20 Strategies	Intended outcomes	Rational & evidence	Budgeted Cost
	<p>which demonstrates good progress from entry point.</p> <p>100% students increase their reading age by 10 months.</p> <p>NGRT tests to indicate progress at end of Y9</p>	<p>teaching assistant where necessary. Teachers will be trained in differentiation and all students will participate in Accelerated Reader and the Spelling Shed Programme for Literacy.</p>	<p>AR Reading £2850</p> <p>Spelling Shed £150</p>
<p>Additional Resources for the Foundation Learning class rooms</p>	<p>Catch-Up and Foundation Learning lessons are well-resourced</p>	<p>A range of resources for the delivery of the programmes explained above have been purchased, such as numeracy learning aids and books specifically written for students with dyslexia, as identified by the LIT programme. This also covers copying costs for the delivery of the units.</p>	<p>£535</p>
<p>Total</p>			<p>£11,065</p>

Costs based on TA at £550 and Teacher £1500 per period

Meeting age-related expectations is defined as entering secondary school with a KS2 score above 100.

Review of Literacy and Numeracy Catch-Up 2018/19

During the academic year of 2018-19, Shirebrook Academy received £11,332 in catch-up premium.

There were **183** students in the 2018-2019 Year 7 cohort.

- 72 students entered the Academy being below age-related expectations in English (reading).
- 53 students entered the Academy being below age-related expectations in Maths (numeracy).
- 37 of these students were below age-related expectations in both subjects
- 9 students had no KS2 data

2019/20 Strategies	Students	Intervention	Budgeted Cost	Impact Statement
EAL Support	2 Year 7 students	Targeted small group intervention with specialist EAL TA	1 lesson per week with a TA= £550	Both students improved their breadth of vocabulary and reading skills, but will continue to remain a focus of support in the forthcoming year.
Either one or both reading and grammar scores below 90	16 students in total including students with a 'B' category across all three tests (indicating they scored below the lowest threshold of 80 marks)	Intensive literacy intervention 3 times per week delivered in academy support by the Academy Support Manager and split East/West.	6 lessons per week with a TA= £3,300	<p>From within this group, four students arrived in school without attaining a scaled score in English; all four now have attained scaled scores in comprehension, reading and spelling. Of these, 50% have a reading comp of just below average and a spelling score within the average range of expectation. 2 students have very low scores for reading comp and spelling and one of these students has EHCP.</p> <p>Of the 12 remaining students, 5 students now have a scaled score in spelling well within average range and progress within reading comprehension has remained commensurate with age and ability.</p>

2019/20 Strategies	Students	Intervention	Budgeted Cost	Impact Statement
				Reading data shows that students have made between 2 and 16 months progress with outliers making as little as two months progress, but some attaining as much as 16 months progress.
At least two scores between 86 - 95	14 students Many have 2 or all 3 scores between 86 - 95	Intervention for 3 lessons per week (Mathematics, English and Basic Spanish) instead of MFL lessons.	2 x Spanish lessons per week with a TA= £1,500 4 x Maths/ Eng lessons per week with a teacher = £6,000	Students remained within the scaled score range of 86-95 and teachers reported that students demonstrated increased progression in skills and abilities in both Maths and English. Of the five students within this group who participated within the STAR Maths programme, students improved their skills from the average of a Year 3 students, to a Year 4 student. Scaled test results improved from 488 to 602, indicating considerable improvement.
95-99	28 English, 31 Maths 5 Both	Quality First Teaching – class teacher differentiation and support in class.	TA support where identified needs	Progress within English: Within this group, only four students remained below age related expectations. Progress within Maths: 12 students remain below age related expectations, however CATs data identifies that 6 of these children have particular difficulty within their mathematical ability and remain the focus of current support.