



Catch-up Premium Strategy Statement – Autumn 2018

1. Summary information			
School	Rye College	Date of most recent review	February 2019
Academic Year	2018 – 2019	Total Catch-up Premium Budget	£11,083
Total Number Y7 Students	131 (5 no data)	Number of students eligible for Catch-up premium	46

2. Current attainment – Year 7		
SUMMER 2018	School % (#)	National % (2018)
Students meeting national standard in English	63% (84)	75%
Students not meeting national standard in English (reading)	32% (43)	25%
Students meeting national standard in Mathematics	59% (79)	76%
Students not meeting national standard in Mathematics	34% (46)	24%

3. Planned expenditure			
Academic Year: 2018 – 2019			
Desired outcome	Chosen action or approach	What is the explanation for this choice?	How will you ensure it is implemented well?
Close the reading attainment gap	ReadingWise	Reading interventions generally have a positive effect on students' attitudes to reading. Further, they appear to have a moderate, positive effect on general learning (Education Endowment Foundation). Research demonstrates ReadingWise can boost reading ages by over nine months in just 20 hours.	Initiative led by nominated HLTA. Impact measured by programme. Y7 NC retest.
Close the maths attainment gap	Passport Maths, Catch-up Maths and Active Learn – cancelled	Passport Maths is designed for students who did not achieve the expected standard in mathematics at Key Stage 2 (that is, students with a scaled score of less than 100 on the Key Stage 2 test). It provides the additional support that students need to catch up with the mathematical ideas that are developed at greater depth at Key Stage 3. Staffing capacity has prevented effective implementation of strategy.	Cancelled
	Catch-up Numeracy – cancelled	Learners in Years 7 - 10 who received Catch Up® Numeracy support for an average period of 5 months achieved average Number/Maths Age gains of 15 months (a mean ratio gain of 3.0). Staffing capacity has prevented effective implementation of strategy.	Cancelled
	SAM learning	SAM learning program is being used to provide bespoke and personalised support for students.	Laserssharp oversight and regular Senior level analysis



	Active Learn	Active Learn provides a focused curriculum to support students' deeper mathematical thinking. This programme is being rolled out across the department to support the main curriculum delivery. Active Learn has been successfully rolled out and all staff are using it. Students are completing more age appropriate work and are being stretched and challenged. Its use promotes students discussions of maths and the use of modelling in classrooms and staff are now more aware of key skills needed for each topic before they teach it. Key words are helping students access the literacy side of questions.	Whole faculty strategy. Staff receive training and lessons are quality assured. Lasersharp analysis of outcomes and data analysis
	Numeracy Ninjas	An extra hour intervention per week is spent on Numeracy Ninjas, a numeracy intervention programme based on fast recall and retrieval of basic skills, multiplication and division and key skills. This has been very successful and students really enjoy the challenge and the competitiveness. This has helped to spot gaps in learning and helps staff to be aware and to provide support in lesson where these skills are needed. There are worksheets of skills available where students can practice areas that they have struggled in.	Whole faculty strategy. Staff receive training and lessons are quality assured. Lasersharp analysis of outcomes and data analysis
Improve progress in English and Mathematics	Increased allocation of English and Maths for lower ability English and Mathematics	Students are offered an additional one hour English lessons instead of taking French. These groups are provided with bespoke learning to support their progress. In addition, where possible, HLTA and TA support is targeted for these times to allow for wave 2 intervention. In Maths, the extra hour per week it used to develop and master topics that have been identified. Students in Set 1 and 2 in Years 8 and 9 on the non French side are making better than expected progress because of this. Test scores and QLA show weaknesses and catch up lessons built into the timetable allow gaps to be filled because there is extra time available.	Initiative led by Heads of Faculty. Monitor impact through tracking analysis and HLTA oversight
Support achievement in English and Mathematics classes	Additional Assistance in lower ability English and Mathematics	Students identified as 'catch-up' are supported within English and Mathematics lessons by teaching assistants. Assistants are focused on securing basic literacy and numeracy skills whilst aiding in the differentiation of materials and tasks to improve access to learning. The teaching assistant team has a focus on improving presentation and handwriting.	Initiative led by SENCo. Tracking of individual students against indicators, supported with the use of a maths specialist TA.
Improve progress in English and Mathematics	Individual and small group interventions led by SEND team	The SEND team run interventions aimed at students identified as 'catch-up', diagnosed with dyslexia or those for whom English is an additional language (EAL). Some students fall into one or several categories. Groups include Numeracy, Literacy and Speech and Language.	Initiative led by SENCo. Tracking of individual students against indicators.
TOTAL BUDGETED COST			£11,083



4. Review of expenditure				
Previous Academic Year: 2016 – 2017				
Desired outcome	Chosen action or approach	Estimated impact	Lessons learned	Cost
Close the reading attainment gap	ReadingWise	<p>5 Year 7 students completed the course. Students were given five, twenty-minute slots per week and received on average 7.3 hours.</p> <p>2 Students failed to complete course, due to behaviour issues and with parental consent. One student continues with SEN guidance.</p> <p>On average, students gained 1.65 reading years as a result of participating: the average starting reading age was 7.04 years and by the completion it was 9.2 years.</p> <p><i>*The limitation within the program means that the reading age diagnostic will only go up to 11 years.</i></p>	<p>Identification of suitable students needs to be precise and there needs to be greater sharing of information across the various individuals with responsibility. A platform for relevant colleagues to meet and identify students' individual needs and plan intervention needs establishing.</p> <p>The approach should only be used with Year 7 and low level KS3 students due to design of programme.</p> <p>Regular 20 minute Tutor Time slots should be used for consistency. Work alongside Rye Primary during Terms 5/6 to bring on less able readers.</p>	
Close the maths attainment gap	Passport Maths and Catch-up Maths	<p>Passport Maths trial has proved ineffective within a large group, owing to minimal progress and timescale available to deliver units/programme. Three students were withdrawn.</p> <p>Trialled 1:1 with more able student – completed two units and retested to show progress. 6 out of 11 students completed unit 1 out 5. Impact example: Student IK – Benchmark start 65% -- end 84%.</p> <p>Catch-up maths targeted individual student at a Wave 1 level. 21 of 36 students are on track to achieve 4+ in Maths at the end of the year and have met their expected level of progress.</p>	<p>Programme highlighted gaps in prior knowledge impacting on accessibility. In future, the programme should be delivered to 1:1 or small group 3 / 4. This would allow increased pace and focus: thus allow completion of course.</p> <p>Onsite training for Passport Maths to ensure successful delivery of the intervention.</p>	
Improve progress in English and Mathematics	Smaller classes for lower ability English and Mathematics	Staffing instability, especially within English, undermined flexibility to achieve this ambition. However, within maths, targeted support through smaller classes was achieved.	HLTA for Literacy to support classes and withdraw small groups. More liaison between HLTA/Teaching staff regarding specific student requirements/needs is required.	
Support achievement in English and Mathematics classes	Additional Assistance in lower ability English and Mathematics	<p>Analysis of impact of Teaching Assistants (TAs) support in lessons:</p> <p>Students with SEND in KS3 and KS4 are projected to achieve their FFT20 indicator in English, maths and science in 128 cases. In 32 cases these students have been supported by TAs in class (25%).</p> <p>Students with SEND in KS3 and KS4 are not projected to achieve their FFT20 indicator in English, maths and science in 123 cases. In 8 of these cases, where these students have been supported by TAs in class, their projected outcome has improved (7%).</p>	<p>Focus the TAs on specific targets agreed with the teacher, and to review these at each tracking point.</p> <p>Use progress data more closely to deploy staff.</p> <p>Use provision mapping with the TAs to review support.</p>	

