# Catch-Up Premium Strategy and Spending Plan 2019-20

## Overview

Use of the catch-up premium is an important facet of our transition programme for Year 6-into-Year 7 students. We use a range of strategies to support our new Year 7 students, help them settle in at OSA, and to make rapid progress where they have achieved below the national expectation in their Year 6 SATS.

We have a number of key priorities to ensure that Year 7 students have the skills, knowledge and attitudes to succeed at secondary level. Some of these priorities are for students to:

- Have a reading age equal to or close to their chronological age.
- Have good reading comprehension and a good vocabulary.
- Have sound functional English in both written and spoken format.
- Have a sound facility with basic number skills, especially times tables.
- Have good organisational skills and form positive relationships with others.
- Have a positive attitude to learning, have good attendance and enjoy school.

## Identification of Catch-Up Premium Students

In recent years, the DFE has given schools the responsibility to identify the individual students who need support through catch-up funding activities. At OSA we use the following measures to identify our target students for catch-up support:

- Fischer Family Trust data, including High / Middle / Low prior attainment designations in FFT Aspire.
- CATS data from testing conducted on induction to OSA.
- Reading age data from NGRT testing conducted on entry to OSA in Year 7.

It is important to say that the identified students will not necessarily be treated differently from their peers, although they may receive different provision and different support in some circumstances. However, the results of these students will be checked on so that the school can evaluate how effectively it is helping students to make progress during their first year at OSA.

## Evaluation of the Effectiveness of Catch-Up Work

At OSA, we will use the following measures to evaluate the progress made by Year 7 students who are identified as requiring catch-up support:

- Reading age data from NGRT re-testing conducted halfway through Year 7.
- Reading data from systems such as Accelerated Reader and Lexonic Leap, which are used to support Year 7 students' literacy.
- Maths progress data from systems such as Hegarty Maths and Times Table Rock Stars which are used to support Year 7 students' numeracy.
- In-year English and Maths progress data, especially students' 'on track for' grades, as compared with their FFT20 and FFT50 target grades.
- In-year attitude to learning data submitted by teachers.

## Catch-Up Premium Spending Plan 2019-20

At OSA our most important strategy to improve outcomes for students with a low starting point is high-quality first teaching, which we always expect to be differentiated to support students at lower levels.

Our expectation is that all lessons will be pitched to the highest ability in any group, but that scaffolding and support will be provided to allow students below this level to access the work and make rapid progress as a result.

In addition to this, catch-up premium funding allows us to invest in other forms of support both in and out of the classroom, as detailed in the spending plan below.

| Use of Funding | Intended Impact | Cost | Evaluation (RAG) |
|---|---|---|---|
| **Accelerated Reader**<br>Funds are used to buy licenses for this software which helps to guide developmental reading. | • Greater engagement with reading for pleasure.<br>• Improved overall literacy.<br>• Increase in student reading ages.<br>• Improved overall outcomes in English and other subjects. | £4,981 | TBC<br>Summer 2020 |
| **Times Table Rock Stars**<br>Funds are used to buy the annual subscription for this software, which helps students to practise and master their times tables. | • Greater enjoyment of basic Maths.<br>• Improved basic number skills-especially times tables.<br>• Improved overall outcomes in Maths and other subjects. | £200 | TBC<br>Summer 2020 |
| **EAL Support**<br>Funding pays some of the staffing costs for a targeted, small-group intervention for students who have low functional English due to a non-English speaking background at home. | • Better functional English.<br>• Greater understanding of and engagement with lessons.<br>• Improved overall outcomes in all subjects. | £3,040 | TBC<br>Summer 2020 |
| **Literacy Intervention**<br>Funding pays some of the staffing costs for a targeted, small-group intervention for students who have low literacy skills. | • Improvements in literacy and reading age.<br>• Greater understanding of and engagement with lessons.<br>• Improved overall outcomes in English and other subjects. | £4,367 | TBC<br>Summer 2020 |
| **Year 7-Wide Reading Project**<br>Funding paid for a Year 7-wide project on reading, which included 5-minute reading starters in each lesson, and regular DEAR time. | • Greater engagement with reading for pleasure.<br>• Improved overall literacy.<br>• Increase in student reading ages.<br>• Improved overall outcomes in English and other subjects. | £893 | TBC<br>Summer 2020 |
| **TOTAL SPEND:** | | £13,481 | |
| **TOTAL BUDGET:** | | £12,889 | |

The effectiveness of the spending plan will be evaluated throughout the school year, with a final evaluation in June 2020. The final evaluation will then inform next year's spending plan.