## CLEARlogoYear 7

## Catch up Premium

## 2018-19

1. Catch up Premium Summary

Financial Year Amount of Catch up Funding

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| 2014/15 | | | £8500 | | |
| 2015/16 | | | £11500 | | |
| 2016/17 | | | £10000 | | |
| 2017/18 | | | £9500 | | |
| 2018/19 | | | £15,000 | | |
| Catch up premium | 2015/16 | 2016/17 | | 2017/18 | 2018/19 |
| Number of pupils eligible for catch up premium | 23 | 20 | | 17 | 21 |
| Number of looked after pupils  eligible catch up premium | 0 | 1 | | 0 | 0 |

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| Nature of support 2018/19 |
| Year 7 Catch Up is additional Funding given to secondary schools to help all pupils who did not achieve the expected outcome at the of Key Stage 2 tests. In 2018/19 Belvue School received £15,000. The focus for Catch up funding this year was to provide direct support for developing speaking and listening with individual and small groups through singing. The school had witnessed over the last two years the impact of singing on pupil’s communication and confidence in speaking in small groups and publicly (assemblies, school performance and school council). It was decided to appoint a specialist singing teacher to work with individuals and groups of pupils on learning and performing a range of contemporary and traditional songs in order to support pupil’s confidence and use of communication skills. |

1. Pupil Progress data - Measuring the impact of catch up spending

Pupil progress is analysed formatively using a range of assessment tools including classroom monitor, end of unit tests, teacher observation, annual review targets, ROA and learning journeys. Pupil progress is recorded at least termly using the Key Performance Indicators on Classroom Monitor and this information is used to track progress across the curriculum and to allow Curriculum Leaders to analyse summative data for their area of responsibility. This system also allows Curriculum Leaders to analyse summative data for their area of responsibility to ensure that all pupils are making expected level of progress (as judged against their starting point). The data also provides information and feedback to Curriculum Leaders on how effective their curriculum intent and implementation is, and therefore provides an evidence base for school improvement. The data is broken down into outcomes for a number of different groups to allow for comparative analyse. Throughout the year there are regular progress/moderation meetings to focus on individual pupils’ progress against the Key Performance Indicators for our newly revised curriculum. These KPI’s have been identified to allow the school to assess pupils ‘without levels’. Moderation of pupil’s work and analysis of classroom monitor enable targeted support to be provided where necessary to improve attainment and outcome for individual and groups of pupils. Each term pupils with less than expected progress in the core subjects are identified by the subject leader and distributed to Class Teachers and discussed at the termly progress meeting with SLT.

**Year 7 - Progress 2018/2019**

Total students in Year 7 = 17

In Maths and English each student was given 5 targets. This is the aggregate of the overall passes for Year 7

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| Subject | Met | Exceeded | Overall pass |
| English | 42% | 12% | 54% |
| Maths | 52% | 19% | 71% |

Compared to the rest of the school, Year 7 performed as follows:

* Year 7 students made more progress in English than every other year group except Year 11 and 13.
* Year 7 students passed the same number of English Targets as the overall average.
* Year 7 students made more progress in Maths than all other year groups except for year 13.
* Year 7 students passed more targets in Maths than any other year group.
* Year 7 non FSM students made slightly more progress than FSM in English
* Year 7 FSM students made the same progress in English as nonFSM.

3. Other outcomes identified

* Increased confidence and progress across other subjects with pupils making an average of VA across the core subjects.
* Learning intentions -
* Improved behavior – merit data
* reduction in detentions – detention data
* Increased self-esteem – measured through for example, PTOS (Psychological Therapies Outcome Scale).
* Decreased levels of anxiety- as measured above
* Improved confidence with Reading.
* Pupil engagement and enjoyment of the singing programme
* Pupils increased confidence in participating in performances and assemblies

4. Looked after Children – 2018/19

There were no Looked After Children in the 2017/18 cohort.

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| 5. Evaluation from 2018/19 | | | | | |
| Catch up funding  used for | Amount  allocated to  the  intervention  /action (£) | Number of pupils eligible for Pupil Premium who attend | Brief summary of the intervention or action | Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful? | Actual impact: What did the action or  activity actually achieve? |
| Teaching additional music to pupils in small groups and one-to-one | 9,500 | 17 | Pupils grouped according to ability and interest in music  Pupils also grouped according to age and cognitive ability  Pupils identified for one-to-one intervention | To promote social interaction, confidence and independence skills  Increase confidence and sense of well-being  increase confidence and well-being  increase sight vocabulary  to support the working memory and increase vocabulary  to support the development of communication skills | All Year 7 pupils performed in the school show  All Year 7 pupils participated in a class or vertical tutor assembly  All Year 7 pupils made good or better value added progress in speaking and listening |

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| 6. Curriculum focus of catch up spending for 2019/20 | | |
| FOCUS 1 - The appointment of an additional specialist music assistant to increase targeted support for communication and development of speaking and listening skills. The aim of the project is to continue with: | Budget | OUTCOME |
| 12,425 |
| Having fun communicating through singing solo and in groups | to support the development of communication skills | |
| Learning new songs through memory | to support the working memory and increase vocabulary | |
| Learning new songs through reading the words | increase sight vocabulary | |
| Performing songs to a variety of audiences | increase confidence and well-being | |
| Empowering young people through using their voice to perform | Increase confidence and sense of well-being | |
| Extending pupils awareness of the range of sung music by listening and discussing likes and dislikes | To promote social interaction, confidence and independent skills | |
| Focus 2 - The training of all TA’s in Catch up Literacy or Maths to support in class intervention as and when required to support: | Budget | Outcomes |
| 1,775 |
| To support Year 7 pupils on a one-to-one basis or in small groups as identified by the teacher through formative assessment | All Year 7 pupils make good or better progress as measured through classroom monitor and other assessment tools | |
| To support Year 7 pupils who have been identified as not making the expected amount of progress in English and Maths through the termly monitoring of pupil progress through Classroom Monitor | All Year 7 pupils make good or better progress particularly in English and Maths as measured through classroom monitor and other assessment tools | |
| To reduce the amount of time Year 7 pupils leave the classroom for an intervention hence reducing stigmatising and potential loss of class based learning. | All Year 7 pupils benefit from in class interventions as required and their learning is not disrupted by having to leave the classroom. Learning time is further maximised | |
| To ensure all Year 7 pupils have access to appropriate interventions in Maths and English | All Year 7 pupils benefit from in class interventions | |
| To up skill all TA’s to maximise their support of all pupils within the learning environment and across the curriculum | All TA’s are confident in the delivery of an intervention and these skills support them in teaching and learning across the curriculum as transferable skills | |
| Focus 3 – Bounding activities for Year 7 pupils to build solid relationships with their peers and key staff members | Budget | Outcomes |
| 800 |
| To participate in a range of outward bound activities | To increase environmental awareness.  To appreciate and enjoy the natural surroundings.  To encourage appreciation for physical activities as an alternative to passive activities.  To encourage exploration by alleviating apprehension of new and unknown activities  To negotiate setbacks and unfamiliar conditions through problem solving and risk management.  To strengthen a spirit of co-operation and team work.  To experience and develop social skills.  To experience and develop motor skills.  To encourage reflection and evaluation of activities.  To experience success through challenging self.  To boost self-confidence and self-esteem.  To support and encourage recall and improve fluency of verbal and artistic expression  To experience and increase awareness of the cross curricular nature and application of skills for learning. | |