



## Westborough High School Catch up Premium Strategy Statement 2017-18

Summary information					
<b>School</b>	Westborough High School				
<b>Academic year</b>	2017-18	<b>Total budget £25,776</b>			
<b>Total number of pupils</b>	88				
<b>Pupils below KS2 expected levels in English and mathematics</b>	52	<b>Pupils below KS2 expected levels in English only</b>	25	<b>Pupils below KS2 expected levels in mathematics only</b>	9

Overview
<p>The national curriculum tests at the end of <b>key stage 2 (KS2)</b> (often referred to as SATs) are administered in mathematics, English reading and English grammar, punctuation and spelling. The KS2 tests are externally marked and marks are returned to schools where a scaled score is calculated. A pupil's scaled score is based on their raw score (total number of marks a pupil scores in a test) and from this a scaled score is calculated to allow for comparison. A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard; those below are deemed not to have met the expected standard.</p>
<p>The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).</p>

## Impact of Catch up Premium

Catch-up Premium	Amount
2013/14 – received January 2014	£30,500
2014/15 – received January 2015	£28,000
2015/16 – received March 2016	£26,500
2016/17 – received	£27,369
2017/18 -	£25,776

## Impact of funding 2015-16

Catch-up premium profile for 2015-16	
Year 7 total number of pupils	185
Number of pupils eligible for catch-up premium	53
Percentage of pupils eligible for catch-up premium	29%

Performance of catch-up premium pupils 2015-16		
	Term 1	Term 3
Level 4+ in English	33%	74%
Level 4+ in maths	42%	69%
One level of progress or more in English	10%	28%
One level of progress or more in maths	6%	48%

## Impact of 2016-17 analysis

Catch-up premium profile for 2016-17	
Year 7 total number of pupils	196
Number of pupils eligible for catch-up premium	120
Percentage of pupils eligible for catch-up premium	61%

Performance of catch-up premium pupils 2017-18			
English			
	Term 1	Term 2	Term 3
Below age related expectations	5.6%	14%	8%
Meeting age related expectations	94.4%	85%	61%
Exceeding age related expectations	0%	0%	31%

Performance of catch-up premium pupils 2016-17			
Maths			
	Term 1	Term 2	Term 3
Below age related expectations	4%	3%	2%
Meeting age related expectations	65%	65%	54%
Exceeding age related expectations	31%	32%	44%

## Impact of 2017-18 analysis

Catch-up premium profile for 2017-18	
Year 7 total number of pupils	178
Number of pupils eligible for catch-up premium	88
Percentage of pupils eligible for catch-up premium	49%

Performance of catch-up premium pupils 2017-18			
English			
	Term 1	Term 2	Term 3
Below age related expectations	5.6%	14%	8%
Meeting age related expectations	94.4%	85%	61%
Exceeding age related expectations	0%	0%	31%

Performance of catch-up premium pupils 2017-18			
Maths			
	Term 1	Term 2	Term 3
Below age related expectations	4%	3%	2%
Meeting age related expectations	65%	65%	54%
Exceeding age related expectations	31%	32%	44%



Planned expenditure		
Academic year	2017 – 2018	
Quality of teaching for all		
A High levels of progress in literacy for pupils eligible for catch up premium		
Chosen action/approach	Impact	Recommendations
Accelerated reader used in KS3 classes effectively.	<ul style="list-style-type: none"> <li>- Internal quality assurance shows that accelerated reader has been an effective tool to ensure pupils read age appropriate books, read aloud with intonation showing understanding and drawing inferences, where possible justifying with evidence.</li> <li>- All catch up pupils have received an AR lesson on a weekly basis.</li> <li>- AR sessions have been run under the supervision of a full time librarian, who has assisted with the running of AR and supported where required.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Liaise with the SEN department to ensure the use of the ARROW intervention programme to intervene with students who are still struggling with reading</li> <li>- Specific form time intervention with Y7 students during literacy in form times which focuses on key skills such as decoding information and phonics</li> </ul>
Targeted additional support for pupils who have not met the expected standard at KS2 in English reading and writing. This include initiatives such as ARROW	<ul style="list-style-type: none"> <li>- Catch up premium pupils have received targeted support during registration with the English department HLTA (Higher Level Teaching Assistant) – this took place at key points throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>- In 2018-19 form time intervention will involve newly appointed lead teachers. This will be targeted at specific skills and incorporate the use of the question level analysis data from KS2, as well as data from the English trackers to identify which specific skills need to be targeted</li> <li>- HLTA to run ARROW sessions with key groups of students who need support with their reading</li> </ul>



<p>CPD for staff on ensuring they identify students who are eligible for catch up premium and appropriate interventions are put in place in a timely manner</p>	<ul style="list-style-type: none"> <li>- Staff in the department were informed of which pupils in their groups are eligible for catch-up premium.</li> <li>- Within the department, the departmental leadership held one-one 'progress meetings' with year 7 teachers to discuss the progress of key groups of students.</li> <li>- Staff have had whole school and departmental training on supporting lower ability students to ensure all aspects of the success criteria outlined above were targeted. Some examples             <ul style="list-style-type: none"> <li>o Make learning accessible for all</li> <li>o Focus on EAL/SEN</li> <li>o Collaborative work including work scrutiny to share best practice. This was further developed to include collaborative planning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Continue to ensure that all staff, particularly new staff, are aware of the catch up pupils but also have a sound understanding in terms of the eligibility and requirements to be classed as catch up.</li> <li>- Continue to hold the one-one progress meetings in order to track progress throughout the year</li> <li>- Hold booster sessions after school run by KS3 staff who do not teach Y11</li> </ul>
<p>Sessions to be focussed on helping pupils to think about how they construct their written responses</p>	<ul style="list-style-type: none"> <li>- Key members of staff have been involved in PiXL training, which has informed planning at KS3</li> <li>- Sessions in department time have been focused on grammar, writing extended responses to poetry and responding effectively to feedback. These sessions have included examples from catch-up premium students' work</li> </ul>	<ul style="list-style-type: none"> <li>- Embed the teaching of grammar into schemes of learning to ensure that students know what to include in their written responses</li> <li>- Continue to run QA specific to Catch-Up premium students throughout the year to identify any CPD needs for new staff</li> </ul>



<p>CPD for staff on reading comprehension strategies to support pupils to access challenging reading texts/extracts during the English lessons.</p>	<ul style="list-style-type: none"> <li>- Staff have had training on how to read more challenging texts. This has been well received, it is important that this continues to be monitored to ensure it is embedded this academic year.</li> <li>- Collaborative departmental time has been dedicated to working together on planning lessons for students to access challenging content</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure that this is embedded in to all practice and where necessary ensure that new members of staff have received the appropriate training.</li> </ul>
<p>CPD for parents on how best to support the pupils with reading and key literacy skills required at KS3. This will allow parents to have a toolkit and complement the additional work that the school is doing to ensure that pupils meet the government benchmarks from KS2 to ensure pupils catch up as quickly as possible for the demands of KS3 curriculum</p>	<ul style="list-style-type: none"> <li>- Parents were invited/attended to a 'Progress Evening' session, where they were presented with strategies to support their child's reading/writing/oracy skills at home</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to engage with parents in this way, including more bespoke resources or materials to deal with specific needs (e.g. crafting written responses)</li> <li>- Celebrate the success of catch-up premium students with an awards ceremony at the end of the year</li> </ul>
<p><b>Total cost £ 13,118</b></p>		



Planned expenditure		
Academic year	2017 – 2018	
Quality of teaching for all		
B High levels of progress in numeracy for pupils eligible for catch up premium		
Chosen action/approach	Impact	Recommendations
<p>Targeted additional support for pupils who have not met the expected standard at KS2 in mathematics. These strategies will include:</p> <ul style="list-style-type: none"> <li>○ Developing essential skills</li> <li>○ Resources to ensure pupils are able to apply and demonstrate key skills</li> <li>○ Video solutions on developing mathematical skills for parents support pupils to access challenging</li> </ul>	<ul style="list-style-type: none"> <li>- Catch up premium pupils have received targeted intervention during registration from the maths HLTA specifically those that were significantly under when they joined the school.</li> <li>- Pupils were banded into 4 different groups according to their KS2 maths score. Internal quality assurance shows that students their motivation, confidence, and resilience has increased, alongside learning skills and techniques to improve retention.</li> <li>- When comparing to essential skills required from KS2, the vast majority of pupils are scoring a higher proportion of marks now. This is using assessments which are more demanding than the KS2 assessments.</li> <li>- Through learning walks we could see pupils are able to articulate their learning, explain effective strategies to tackle problems. This is in turn resulted in answering much more demanding</li> </ul>	<p>These sessions will continue to run but will now be run by a Lead Teacher responsible for KS3 to ensure a sharper focus on motivation and retention skills can be embedded in.</p> <p>Ensure that all subject teachers are aware of the content needed to be covered to fill in the gaps from KS2 for specific pupils using the question level analysis from KS2.</p> <p>Leaders in the department will continue to give clear guidance to teachers on the content that needs to be covered along with pedagogy guidelines.</p> <p>Look at introducing an after school club to promote the love of Maths, which can then mean the right pupils are targeted.</p>

<p>mathematical concepts</p> <p>CPD for staff on ensuring they identify students who are eligible for catch up premium and the analysis from the question level analysis at KS2</p> <p>Enrichment through STEM and specialist guest speakers to enthuse and promote a love of learning for maths</p> <p>Developing mentoring sessions to support pupils with self-regulation and aspiration. Where there is poor attendance then to ensure pupils are targeted through rigorous mentoring and tracking by the catch up teacher</p>	<p>problem solving questions that they were unable to do at the beginning of year 7.</p> <ul style="list-style-type: none"> <li>- Staff were trained to plan for recap activities based on the ability and gaps in pupil's knowledge. This helped identify the needs of their students in the first instance which could then be revisited throughout the year. These have then be checked and time allowed for collaboration to develop the most effective practice.</li> <li>- From the staff voice, we have found that some teachers needed more guidance when planning from the QLA for the recap weeks. We will be looking at this moving forward.</li> <li>- Enrichment happened through subject teachers, although logistically to allow pupils to come out of lessons proved difficult. It is intended that this remains as an action on the plan and is a priority to ensure pupils engage with STEM activities at an early stage.</li> <li>- Attendance remains a whole school priority, the year 7 attendance for the academic year was 95% overall. The nurturing staff allocated as Y7 form</li> </ul>	<p>Look at purchasing mathswatch KS2 to promote independent catch up work. This can also be used to monitor usage outside of school.</p>
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<p>CPD sessions with KS2 staff to look at effective strategies being currently deployed, alongside this CPD for parents on how best to support the pupils with reading and key literacy skills required at KS3. This will allow parents to have a toolkit and complement the additional work that the school is doing to ensure that pupils meet the government benchmarks from KS2 to ensure pupils catch up as quickly as possible for the demands of KS3 curriculum.</p> <p>“Good teachers” are teaching sets 3 and 4 in year 7. We looked at</p>	<p>tutors provided support to pupils. The most effective practice was seen where subject teachers and form tutors provided support to pupils at lunchtimes and built good relationships with parents. Although there were some hard to reach pupils who required greater support, it is important that the revised pastoral structure is used early on to provide the support to ensure early intervention can be put in place. This was alongside the monitoring through departmental trackers and quality assurance systems.</p> <ul style="list-style-type: none"> <li>- All students and parents have access to bespoke videos for KS3 mathematical concepts, which can be tracked and monitored. Data shows that the vast majority of catch up premium students have used this regularly. To engage parents a parent session was run outlining the support that is available and strategies shared on how best they can support their child at home. Whilst attendance was not as high as we would have liked, about 20 year 7 parents received resources, and support and how best to use them. Parent feedback</li> </ul>	<p>Similar teachers have been assigned sets 3 and 4 again this year to continue raising the achievement of catch up students in maths.</p>
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<p>teachers who have experience of good outcomes from lower sets and carefully chose these teachers to raise the achievement for catch up students.</p> <p>Data tracking and follow up. This includes collecting and analysis: unit test scores, times tables' scores, mental maths scores, book scrutiny, learning walks, &amp; teacher predicted outcomes based on class performance.</p>	<p>from the evening session was extremely positive and the most definitely gained valuable knowledge of the KS3 maths curriculum. Those pupils who attended this session made significantly better progress.</p> <ul style="list-style-type: none"> <li>- Internal quality assurance show year 7 pupils displayed positive attitudes to learning with high engagement particularly for the catch up premium classes. This is a result of strong teaching which motivates and inspires students to focus on learning.</li> <li>- Learning walks have shown consistently good attitudes to learning and this is also demonstrated in books which show a clear learning journey.</li> <li>- Lesson observations from sets 3 and 4 show that the pupils are being challenged and where appropriate supported well initially and then a gradual removal of scaffolds.</li> <li>- Students were tested early in the year on key mathematical skills such as times tables and mental maths. The test scores of catch up premium students certainly show positive results as the</li> </ul>	<p>The SOW will incorporate KS2 topics in recap weeks for constant revisit.</p> <p>A significant amount of pupils made excellent progress, these pupils could have been moved to a higher set to be challenged further. This is something to revisit as part of the setting strategy throughout the year.</p> <p>The pupils who didn't make enough progress will be a focus group moving forward to year 8 and we will look at improving this through intervention.</p>
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	<p>units have progressed over the last academic year.</p> <ul style="list-style-type: none"><li>- External quality assurance also verified the positive attitudes to learning and appropriate challenge.</li><li>- Data has been used meaning fully including testing pupils at the end of the academic year on questions they were weak on and the baseline test completed at the beginning of the academic year. The vast majority of the pupils made progress and scored over 70% on the test.</li></ul>	
<b>Total cost £12,658</b>		