



Westborough High School Catch up Premium Strategy Statement 2019-2020

Summary information							
School	Westborough High School						
Academic year	2019 2020	Total budget £		Awaiting confirmation	Date of most recent catch up premium review	October 2019	
Total number of pupils	200	Pupils below KS2 expected levels in English only	78	Pupils below KS2 expected levels in mathematics only	52	Date for next internal review of this strategy	January 2020
Pupils below KS2 expected levels in English and mathematics	40						

Overview
<p>The national curriculum tests at the end of key stage 2 (KS2) (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>



Desired outcomes		Success Criteria
A.	High levels of progress in literacy for pupils eligible for catch up premium	
	Reading ages will be in line, close to or above their chronological age.	<p>The pupils can:</p> <ul style="list-style-type: none"> ○ read age-appropriate books with confidence and fluency (including whole novels) ○ read aloud with intonation that shows understanding ○ work out the meaning of words from the context ○ explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence ○ predict what might happen from details stated and implied ○ retrieve information from non-fiction ○ summarise main ideas, identifying key details and using quotations for illustration ○ evaluate how authors use language, including figurative language, considering the impact on the reader ○ make comparisons within and across books.
	Work scrutiny will show quality extended writing that is well structured, 'word rich' and accurate in terms of the use of appropriate spelling, punctuation and grammar.	<p>The pupils can:</p> <ul style="list-style-type: none"> ○ write for a range of purposes and audiences (including writing a short story) ○ creating atmosphere, and integrating dialogue to convey character and advance the action ○ selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly ○ using a range of cohesive devices, including adverbials, within and across sentences and paragraphs ○ using passive and modal verbs mostly appropriately ○ using a wide range of clause structures, sometimes varying their position within the sentence



		<ul style="list-style-type: none"> ○ using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision ○ using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens ○ spelling most words correctly ○ maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
B High levels of progress in numeracy for pupils eligible for catch up premium		
		<p>The pupils can:</p> <ul style="list-style-type: none"> ○ Find the difference between the largest and smallest whole numbers that can be made from using three digits ○ The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation ○ The pupil can use formal methods to solve multi-step problems ○ The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities ○ The pupil can calculate using fractions, decimals or percentages ○ The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle). ○ The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm). ○ The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).



Planned expenditure					
Academic year	2019 - 2020				
Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
A High levels of progress in literacy for pupils eligible for catch up premium	Accelerated reader used in KS3 classes effectively. 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. 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 during lessons	Accelerated Reader has been shown to have impact both from national data and our in school data	Assistant TL will track data to ensure pupils are accurately identified looking at pupils who have not met the expected standard at KS2. Ensure that tracking systems are robust to ensure they incorporate the KS2 requirements.	RW/AW/VA	April 2020
	Develop a tracking system which identifies the areas for development from the question level analysis at KS2 to allow this to be addressed throughout year 7. Ensure this is shared with pupils, parents and teachers alongside appropriate strategies.	All stakeholders will have a bespoke curriculum for catch up premium pupils based on the QLA. This will ensure appropriate support can be provided.	The data will be reviewed at key assessment points in the department trackers and during the data capture points including one to one progress meetings	RW/UA/OR	Dec 2019
	Bespoke catch up sessions during form focussing on key skills using PiXL resources on helping pupils reach the expected standard in reading encouraging them to become word rich. Where deemed appropriate developing their comprehension skills. Work with primary schools	We want to encourage all pupils to become word rich through reading and acquiring a broad vocabulary – 'The word rich will get	Intervention sessions will be tracked and monitored and the HLTA delivering the sessions will have this incorporated in to the appraisal targets with	RW/Headfield	Each term



	<p>to provide CPD for staff to ensure they are better prepared to support children with low reading ages.</p> <p>CPD for new staff on reading comprehension strategies to support pupils to access challenging reading texts/extracts during the English lessons. Internal quality assurance to ensure that where training has been provided previously this is embedded</p> <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>	<p>richer, while the word poor will get poorer.’ Rigney, The Matthew Effect p.76</p>	<p>specific foci on skills which need developing</p>		
Total budgeted cost (approx.)					£13,000

Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
B High levels of progress in numeracy for pupils eligible for catch up premium	Targeted additional support for pupils who have not met the expected standard at KS2 in mathematics. These strategies will include: <ul style="list-style-type: none"> ○ Developing essential skills as identified from the KS2 question level analysis – QLA will also be shared with all the classroom teachers including intervention teachers ○ Resources to ensure pupils are able to apply and demonstrate key skills ○ Video solutions on developing mathematical skills for parents support pupils to access challenging mathematical concepts 	We want to provide extra support to ensure high attainment and progress. Small group interventions with highly qualified staff are known to be effective.	LP will track data to ensure pupils are accurately identified looking at pupils who have not met the expected standard at KS2. The data will be reviewed at key assessment points in e department trackers and during the data capture points. Ensure that tracking systems are robust so that they incorporate the KS2 requirements as well as demands for KS3	SR/MYP/UM	Jan 2020 (monitor half termly)
	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. Particularly focussing on the overlap with KS2 and KS3 scaled scores and the raw marks.	All class teachers to focus on engaging pupils and have bespoke schemes where pupils are significantly below	One to one meetings to focus on the progress of these pupils to ensure timely interventions can then be implemented	UM/BG/MYP/AS	Termly
	Enrichment through STEM and specialist guest speakers to enthuse and promote a love of learning for maths		Assemblies and internal/external activities throughout the year	BG/MYP/ORU	Termly



	<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>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>Organise sessions to ensure pupils with similar needs are withdrawn during registration and after school sessions Intervention sessions will be tracked and monitored and the HLTA/catch up teachers delivering the sessions will have this incorporated in to the appraisal targets with specific foci on skills which need developing</p> <p>CPD sessions which are responsive to need as evidenced by effective approaches at KS2 and developing links with the local feeder schools</p>	<p>MYP/OR/NC</p> <p>UM/UY</p>	<p>Nov 19 and throughout the year</p>
Total budgeted cost (approx.)					£13,000