



Westborough High School Catch Up Premium Strategy Impact 2019-20

Summary information					
School	Westborough High School			Date of most recent catch up premium review October 2020	
Academic year	2019 - 20	Total budget		£28,962	
Total number of pupils	200	Pupils below KS2 expected levels in English only	78	Pupils below KS2 expected levels in mathematics only	52
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>

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%

Impact of 2018-19 analysis

Catch-up premium profile for 2018-19	
Year 7 total number of pupils	180
Number of pupils eligible for catch-up premium	84
Percentage of pupils eligible for catch-up premium	46%

Performance of catch-up premium pupils 2018-19		
English (72 pupils)		
	Data collection 1	Data collection 2
Below age related expectations	7%	5%
Meeting age related expectations	88%	80%
Exceeding age related expectations	0%	1%

Impact of 2019-20 analysis

Catch-up premium profile for 2019 - 20	
Year 7 total number of pupils	200
Number of pupils eligible for catch-up premium	130
Percentage of pupils eligible for catch-up premium	65%

Performance of catch-up premium pupils 2019-20*	
English (78 pupils)	
	Data collection
Below age related expectations	40%
Meeting age related expectations	59%
Exceeding age related expectations	1%



Performance of catch-up premium pupils 2019-20*

Maths (52 pupils)

	Data collection
Below age related expectations	73%
Meeting age related expectations	23%
Exceeding age related expectations	0%

*Only one data collection completed due to the unexpected school closures as a result of the Covid-19 pandemic. However, the data used has factored in assessment prior to the extended school closure in March but importantly the current assessments. For mathematics particularly the first assessment was done early in 2019 and the second assessment upon return to school, therefore the gap may have widened due to the unforeseen school closure.



Planned expenditure		
Academic year	2019 – 2020	
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"> - Internal quality assurance shows that Accelerated Reader continued to be effective at ensuring pupils are able to read, understand and interpret a range of texts. Alongside helping to ensure that it continues to promote the love of reading. - All catch up pupils have received one AR lesson on a weekly basis. In terms of analysis carried out it, data is only available for all year 7 pupils as one STAR reading test was done. On average all year 7 pupils made 2 months' additional progress in their reading age. - AR sessions have been ran under the supervision of a full time librarian, who continued to assist with the running of AR and supported where required. 	<ul style="list-style-type: none"> - To ensure there is a greater consistency in developing the literacy skills of pupils, due to a stronger teaching platform in the English department, they will take the lead on the delivery of AR.
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"> - Catch up premium pupils received targeted support during form time using the PiXL resources and focussed on the areas for development from the KS2 QLA – this took place at the beginning of the academic year 2019-20. -Internal quality assurance and informal pupil voice has shown that pupils valued this additional support and guidance. A formal pupil voice was planned towards the end of the programme; however, this was unable to be carried out due to the school closure. - A total of 8 year 7 pupils who were significantly behind started to receive additional targeted support using the ARROW reading programme, however, due to COVID-19 they only received 3-4 weeks of support and thus the impact could not be measured. Although, these pupils are being prioritised now that they are in year 8. - Bedrock learning was also introduced in the Spring term where students were asked to complete 2 Bedrock lessons per week. Participation was slow initially, but the increased communication home by English teachers increased student uptake. This strategy continues to provide value for money, it is intended that the pupils who are now in year 8 continue to be supported as part of the holistic school priority of improving literacy but also on a targeted basis during English lessons. 	<ul style="list-style-type: none"> - Continue Bedrock Vocabulary as a means of intervening to address the vocabulary gap, which is not a bolt on strategy but is embedded within existing curriculum plans. - Specified intervention curriculums with qualified English staff targeted at key students, possibly as part of a homework club, once the restrictions due to COVID-19 ease. - Communication with home regarding support that can be given to students, this could be part of the whole school vision promoting a word rich culture. - Raise awareness of targeted pupils, in light of the more challenging curriculum at KS3, working closely with middle leaders and the achievement team to ensure additional support in individual subjects is being provided, particularly in terms of subject specific vocabulary.



<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 during lessons</p>	<ul style="list-style-type: none"> - Staff in the English department were informed of which pupils in their groups are eligible for catch-up premium so that subject specific literacy support can be prioritised in the 3 hours of English lessons. - Within the department, the departmental leadership regularly conducted learning conversations with staff about the progress of key catch-up students to ensure the progress of these pupils remained high profile. - Staff have had whole school and departmental training on: <ul style="list-style-type: none"> • Staff CPD on a range of oracy strategies, as studies have shown that improving the quality of talk in the classroom will improve standards. • Review of the departmental marking policy to ensure grammatical errors as well as spellings were both being addressed by teachers, but more importantly corrected by students. 	<ul style="list-style-type: none"> - Continue to raise awareness of targeted pupils, in light of the more challenging curriculum at KS3 but also the significant time missed due to school closures. Ensure that this group of pupils are tracked and monitored so that additional support can be provided in a timely manner. - Dedicated time in departmental meetings to discuss possible intervention strategies to use with Catch-Up students as part of the school's quality assurance and assessment cycle.
<p>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.</p>	<ul style="list-style-type: none"> - Tracking system developed to 'bridge the gap' between KS2 and KS3, whilst also addressing the areas for development from the KS2 QLA - Areas for development and resources to support improvement were shared with parents and students at the first Year 7 Progress Evening – this was informed by the KS2 QLA, this has continued to be embedded as common practice in order to identify pupils who require additional support at secondary school. 	<ul style="list-style-type: none"> - Continue to share data regarding pupil outcomes and areas of need at Parent Progress Evening (from KS2 and Baseline assessment), praising the significant achievements of pupils but if not liaising with the Progress Leader to add additional support. - Recommended home learning for those pupils who require additional support, possibly through the use of the additional capacity that Microsoft Teams offers.
<p>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 to provide CPD for staff to ensure they</p>	<ul style="list-style-type: none"> - Year 7 students followed the reciprocal reading programme in form time, as well as in lessons. The access to challenging texts in lessons both developed their reading comprehension skills as well as exposing the students to a wider range of vocabulary. The English team expressed that the focus on clarifying, summarising and predicting enabled students to feel more confident when accessing challenging texts. - TLR holders worked with local primary school to ensure that there is a collaborative approach in terms of better supporting those pupils who have low reading ages. 	<p>-Students still appear unconfident when being asked to carry out the 'questioner' role which encourages the students to ask questions of the text themselves. This will continue to be a focus this academic year.</p>



<p>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>	<ul style="list-style-type: none"> - Collaborative departmental time has been used to discuss and plan for challenging texts and how best to support pupils with lower literacy skills - Time and resources have been allocated to ensure that staff who are new the profession are supported 	<ul style="list-style-type: none"> - Staff to continue embedding strategies which allow pupils to engage with challenging reading - Dedicated time in collaborative meetings to discuss best practice for comprehension and reading strategies
<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"> - Areas for development and resources to support improvement were shared with parents and students at the first Year 7 Progress Evening, this was informed by the KS2 QLA - Regular communication has then continued as part of the school's assessment cycle - To enrich pupils and promote the love for reading, additional communication with tips was sent to parents in the form of newsletter along with promoting e-reading apps such as Libby. 	<ul style="list-style-type: none"> - Data regarding pupil outcomes and areas of need to be shared at Parent Progress Evening (from KS2 and Baseline assessment) - Recommended home learning to be provided to parents at same evening, possibly a course to be set up
<p>Total cost £13,742</p>		

Planned expenditure		
Academic year	2019 – 2020	
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"> ○ 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 	<ul style="list-style-type: none"> - Catch up premium students were identified using regular assessments in mathematics, with class sizes being significantly smaller than the average class. This enabled teacher to provide specialist guidance and work to ensure pupils mastered key mathematical skills. - In class targeted intervention during registration by a specialist maths teacher was provided to all those below age related expectations. This was targeted based on the SATs breakdown by topic areas, so that gaps in knowledge were addressed and foundation skills needed to follow the KS3 curriculum were developed. Informal pupil voice carried out prior to the lockdown, showed that pupils valued this additional support. - All the catch up premium pupils were supported with an Y10 mentors, who also provided 1 to 1 support during the registration intervention sessions. - Students, mentors, parents, and maths teachers were all provided with a copy of a personalised profile based on their KS2 performance, with links to Mathswach (videos and further interactive questions). 	<ul style="list-style-type: none"> - High quality teaching is the single most effective strategy to improve outcomes, so with this in mind we must ensure that all teachers fill in the gaps from KS2 on a regular basis. This particularly important even though pupils made progress, the significant time missed due to school closures with most definitely have had a lasting effect. - Once COVID-19 restrictions are eased look at continuing to develop the model of year 10 mentors who can provide support to these pupils, particularly encouraging them to overcome the fear of mathematics. - For pupils who are in year 8, track these pupils and provide bespoke work using Mathswatch. - Leaders in the department will continue to provide guidance and the most effective strategies to develop the numeracy skills of all pupils but particularly those who did not meet the governments national expectations at KS2.
<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. Particularly focussing on the overlap with KS2 and KS3 scaled scores and the raw marks.</p>	<ul style="list-style-type: none"> - Maths teachers were provided with the KS2 QLA and skills map breakdown. This provided a starting point for leaders and class teachers on the types of questions the catch up premium students particularly needed help with. This was built into day to day teaching and in to the curriculum plans, as well as a specific focus on “catch up work”. - CPD for staff was delivered at key points in the year focussing on: <ul style="list-style-type: none"> ○ Barriers for disadvantaged pupils 	<ul style="list-style-type: none"> -Continue to monitor the work of all catch up pupils through targeted departmental quality assurance. - Ensure that staff continue to refine their practice and use data intelligently to ensure strategies to narrow the gap are deployed. -Continue to ensure there is consistency in teaching catch up pupils to continue raising the achievement of catch up students in maths.



	<ul style="list-style-type: none"> ○ How we can make a difference (Improve literacy, develop self-confidence, catch-up on work missed) ○ Change I can't culture to I can ○ Teachers have to understand the psychology of success, so that pupils can be the best versions of themselves, be successful in school and in all aspects of life. ○ We must remind pupils about their successes and ask staff to think about this, coaching this mentality regularly ○ Bespoke intervention strategies <p>- Students were tested early in the year on key mathematical skills such as times tables and mental maths. This combined with the regular assessments provided valuable intelligence on the needs of both the pupils but also teaching strategies that needed developing.</p>	<p>-Ensure SOW will incorporate KS2 topics in recap weeks for constant revisit.</p>
<p>Enrichment through STEM and specialist guest speakers to enthuse and promote a love of learning for maths</p>	<p>- Enrichment happened through the subject during lessons, however additional activities were being planned for the latter part of the academic year. Unfortunately due to the COVID-19 restrictions this was placed on hold.</p>	<p>-Once government restrictions ease, identify and booking external speakers/events which can engage the students about the importance of maths in different fields of work.</p> <p>-Increase pupil and parental perception of mathematics so that pupils see the transferable need for high levels of numeracy, possibly through a regular literacy and numeracy newsletter which is emailed.</p> <p>-Collaborate with other departments, namely science and technology to develop whole school programmes which pupils can participate, even later on local and national competitions.</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>- Attendance remains a whole school priority, the year 7 attendance for the academic year was 95% overall, prior to the lockdown. The nurturing staff specifically deployed to teach the pupils with lower KS2 prior attainment ensured regular conversations were held on the value of education and the importance of catching with work missed. Additional bespoke work was set to address/minimise gaps in knowledge.</p> <p>- However, there were some hard to reach pupils who required greater support, who were supported as part of the school's attendance and pastoral structure.</p>	<p>-Continue to work on strategies which will enthuse year 7 pupils and use rewards which will encourage them to attend the after school club</p> <p>-Increase the celebration where pupils are making good progress so pupils are congratulated and supported as and when required.</p>



	<ul style="list-style-type: none"> - A Maths club was set up for “fun Maths”. Due to limited time available at lunchtime, this has been difficult for many students to attend. 	
<p>CPD for parents on how best to support the pupils with key mathematical concepts/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"> - All parents and pupils have access to bespoke videos for KS3 mathematical concepts and data shows that the vast majority of catch up premium students have engaged with this content and used this regularly. - Areas for development and resources to support improvement were shared with parents and students at the first Year 7 Progress Evening, this was informed by the KS2 QLA. - Parents accounts were created on Mathswatch to upskill themselves so that they could better support their child. 	<ul style="list-style-type: none"> -When possible introduce regular opportunities to discuss with parents the progress of their children in English and mathematics. -Use text messages, emails, and links to online resources/advice regularly to keep parents focussed on improving the pupil’s mathematical skills. -Share videos through the schools Microsoft Teams about how to use the QLA and follow up resources. -Invest in KS2 books (mental calculations, times tables, revision guides, work books, 10 min tests for recap), for families that don’t have easy computer or internet access.
Total cost £15,220		