Year 7 catch-up strategy statement The King Edmund School 2019-2020

1. Summary information					
School	The King Edmund School				
Academic Year		Total catch up budget	£21, 901 (CF)	Date of most recent Year 7 catch up review	Sept 2019
Total Number of students	1561	Number of pupils eligible for Year 7 Catch up	72	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
	Pupils eligible for Year 7 catch up	Pupils not eligible for Year 7 Catch up (national average)
Average Scaled Score	Year 7 96 (E) 102.92 (M) Year 8 103.4 (E) 104.22 (M) Year 9 103.14 (E) 103.09 (M)	104 (E) 105 (M)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Literacy and numeracy skills on entry and within the school restrict student access to challenging new GCSE specifications.
B	Predictions state attitude to learning, on average, is less strong amongst Year 7 catch-up pupils over time, students are less likely to achieve excellent effort grades and in Years 7
C	A high proportion of year 7 catch-up pupils students also have SEN, 40% of catch-up students have SEN compared to 3% of non catch-up
External Barriers (issues which also require action outside school, such as low attendance rates)	
D.	Parental Engagement
E	Catch-up student attendance percentage is 3% lower than non-catch up students equating to an average of an extra 4 days absence.

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Year 7 catch-up pupils demonstrate an improvement in core literacy and numeracy skills	1. Year 7 catch-up pupils at KS3 see reading age develop at least in line with expectation. 2. Progress indicators in English and Maths at KS3 demonstrate overall positive progress in relation to starting points.
B.	Enhanced student engagement ensures students show a strong outlook and attitude towards school.	1. At least 80% of Year 7 catch-up students achieved improved attitude to learning grades compared to 2018-19 2. Overall ATL grades to improve upon 2018-19 levels 3. ATL grades for Year 7 catch-up students to be in line if not better than Non-Year 7 catch-up students
C.	That Year 7 catch-up SEN students achieve progress in line with, or above, their non- Year 7 catch-up SEN peers	1. Year 7 catch-up and SEN departments adopt a 'joined up' approach to ensuring positive student outcomes. 2. Year 7 catch-up SEN students demonstrate progress on student passports in line with non- Year 7 catch-up SEN peers

			3. Progress data indicates positive progress in relation to start point for Year 7 catch-up SEN students overall

5. Planned Expenditure

The three headings below enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. 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	When will you review implementation?
Improve quality of Assessment and response to feedback so that Year 7 catch-up students have more scaffolded steps built in to lessons.

Improve literacy/reading and in particular oracy to enhance and improve vocabulary and communication, thereby improve both access to the formal and informal curriculum | Re-focus on marking and feedback ensuring that targets are specific to improvement and that development work is 'followed up'

Focus interventions adopted by all staff and students

Year 7 catch-up students are given priority over feedback and the detail within in this Higher order questioning to challenge and develop target student vocabulary and confidence.
Develop resilience in speaking and listening through open mind set ethos which focuses on contribution and not "being right".

Library lessons for all year 7 and year 8 students to enhance the reading experience | Monitoring demonstrates that differentiation is not "strong enough" in all lessons, teachers are working harder than students during lessons.

 Fundamental to this, feedback aimed at accelerating learning is not clear enough.

EEF shows that feedback can add up to 8 months progress and that mastery interventions may add up to 5 months' progress.

Book checks, student voice and learning walks suggest that 'the experience of reading is not enjoyable nor informative and more "a task" to be completed'. | This will be monitored in lesson observation/learning walks, work scrutiny and through student voice.

CPD for staff will identify and quantify what is expected in the classroom, all lessons will be aimed at the highest students and differentiated down. O

Outcomes for Year 7 catch-up will be in line with or better than that of their non- Year 7 catch-up peers.

Termly meeting with literacy SENCO and library staff will inform and allow feedback

Mentor Programme will open discussions about reading and enable staff to make vocabulary judgements. | NC/ME/JB/KA | Termly, internal teaching and learning reviews to monitor that differentiation and scaffolding for Year 7 catch-up students is personalised and targeted so that students can be seen to be making discernible progress.

Termly reviews to review show that strategies are being consistently implemented.

Mid-year review on progress with attainment data

End of year review on level of impact achieved |

ii. Targeted Support

Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

To improve Year 7 catch-up student aspiration and engagement and expectations. To improve Year 7 catch-up student English and Maths standardised scores.	Form time programme of activities Use of literacy tutor(s) Paired reading led by 2 LSA literacy specialists Peer to peer mentoring by Sixth form students	Every year 7 catch up pupil will receive the form time activity programme which includes weekly topics/discussions and news-based quizzes. Student voice suggests peer mentoring and coaching is far more enjoyable than an adult tutor. 6th form led intervention demonstrates good role models.	Responsibility is now part of the Literacy SENCO to ensure consistency of approach and delivery.	Form tutors All Staff JB/NC	Monitored weekly through learning walks undertaken by SLT and HOYs Monitored in weekly, half-termly, termly and annual data analyses

iii. Other approaches

Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All Year 7 catch-up Students will have access to the King Edmund House rewards system, gaining access to enrichment and the desire to succeed.	Ensure that all Year 7 Catch-up students have access to the rewards system and there are no barriers to opportunity on an on-going basis, to reduce or eliminate barriers to learning by ensuring that the challenge is accessible.	All students on the year 7 catch-up register will be encouraged to complete the rewards Programme by their Form Tutor		Form Tutor	April 2020

iv. Other strategies in place for 2019-2020

Cost	Project	Purpose/Objective
£18200.00	Small group tuition (contribution towards overall cost) – employment of fixed term contract staff and LSAs and may also include cover costs for specialist staff running key identified sessions	Develop skills and confidence in the targeted areas.
£1000.00	Support from a Literacy specialist (contribution towards overall cost)	Lexia Reading Programme delivered by SEN depart
£1500.00	Morning Reading Rooms in conservatory (contribution towards overall cost)	Through 1:1 reading support using a structured reading and comprehension scheme that targets a range of text types with an LSA and where their reading age is tested every term to monitor and demonstrate the progress being made.
£3656.00	Breaktime Reading room (contribution to staffing costs)	To provide a quiet and comfortable peer reading space to encourage a love of reading as a break time morale boost.

£200.00	Staff Teaching and Learning sessions (contribution to overall costs)	Training on strategies to support effective feedback and challenge for students – key areas to address with students
£200.00	Reprographics	Communication and preparation of materials
£2862.00	15% towards TLRs for three staff allocated to literacy and numeracy (contribution towards)	Coordination, mentoring, monitoring, review and evaluation
£800.00	Purchase of new literacy books (x3 new sets)	Development of innovative techniques that help within and beyond the classroom, for use in D3 by Literacy SENCO
£500.00	Contingency for the development of existing or new projects	To allow the flexibility to respond to changing needs and new opportunities over the course of the academic year. The school is purchasing new library books and launching literacy led lessons by Literacy SENCO and may need to divert some funds in this direction.
£12652.00	GL Assessment	Assessment testing for all Year 7, 8 and 9 students to provide accurate starting levels
£3000.00	Let me Play initiative	Let Me Play are a leading Youth Organisation, which provides a range of sports, positive activities and education for young people. (see further notes)
£44570.00	**TOTAL**	

6. Review of Expenditure
Review of 2018-2019 spending completed in the existing format at that time. Reviews for 2019-202 to occur in this format below

Previous Academic Year	

i. Quality of teaching for all				
Desired Outcome	**Chose Action/Approach**	**Estimated impact: did you meet the success criteria?** **Include impact on pupils not eligible for PP, if appropriate.**	**Lessons learned**	**Cost**

ii. Targeted Support				
Desired Outcome	**Chose Action/Approach**	**Estimated impact: did you meet the success criteria?** **Include impact on pupils not eligible for PP, if appropriate.**	**Lessons learned**	**Cost**

iii. Other approaches				
Desired Outcome	**Chose Action/Approach**	**Estimated impact: did you meet the success criteria?** **Include impact on pupils not eligible for PP, if appropriate.**	**Lessons learned**	**Cost**