



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. The expected standard in 2019 was a score of 100 (in a range from 80 to 120).

This statement tells you how we plan to use the catch up funding in 2019 and 2020, along with showing the impact of our interventions. We use a range of programmes within school, and these are evidenced by the Sutton Trust as having a clear impact on the progress young people make.

Schools receive this funding in March of each year, but we chose to spread our provision across the whole year, from as soon as Year 7 join us in September.

Our KS2 QLA data shows students on entry have significantly weaker skills in reading and spelling compared to maths, and our strategies have been deliberately planned to address these gaps in knowledge and understanding so that students can access a secondary curriculum.

1. Summary information					
School	Pakefield High School				
Academic Year	2019/2020	Total Catch Up budget	£11.385	Date for next internal review of this strategy	Mar 21
Total number of pupils in Year 7	115				

2. Planned expenditure						
Academic year	2019/20					
Year Seven whose reading score is below 100						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Cost
To close the progress gap between the target group and their peers.	Create a bespoke literacy core skills group on the timetable group with 1 lesson per week. KHS to deliver sessions based on reading strategies, and use Accelerated reader to support progress.	This group is the most disadvantaged by their reading and will need significant intervention to ensure that they are able to access the secondary curriculum.	Online monitoring through Accelerated reader software.	To close the gap between the target group and their peers, so that the proportion assessed as being on track exceeds the rest of the cohort.	KHS	KHS: £795 Accelerated Reader: £4505

Year Seven whose spelling is identified through QLA as being a weakness						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Cost
Improve students' spelling skills and strategies.	Taught strategies to target group during core skills lessons (1 per week). Updated marking policies for all subjects ensure a consistent focus on addressing spelling issues across the curriculum.	This group need to be supported in improving their spelling to the national expectation so that they can fully access the secondary curriculum	Low stakes testing in core skills lessons for the target group. Whole school focus on SPaG through marking and feedback.	The proportion of students assessed as being on track in English exceeds 70%.	ELF	Delivered through curriculum
Year 7 whose literacy is not at Year 6 expected standard						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Cost
Improve literacy through development of reading.	One English lesson per fortnight delivered in the library taught in a small group setting with the librarian.	Reading comprehension strategies indicated as high impact by EEF toolkit (+6 months)	Progress tests in reading.	The proportion of students assessed as being on track in English exceeds 70%.	JCH	Librarian support: £1395 Progress tests: £1560

Year Seven whose mathematics score is below 100

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Cost
Close mathematics gap	Catch Up Numeracy programme being delivered to target group once per week.	This programme is grounded in rigorous academic research, and is an approach proven to rapidly improve maths and ensure mastery of the basics needed to do well at GCSE	Online monitoring using software system	To close the gap between the target group and their peers, so that the proportion assessed as being on track exceeds the rest of the cohort.	CAF	CAF: £842 Catch Up Numeracy: £2200

### 3. Impact

Academic year

2018/19

#### Year Seven whose KS2 English SAS is below 100

Strategies used including cost

Impact

- Accelerated Reader (£2960)
- Core skills lessons (literacy curriculum time for the target group, one lesson per week) (£800)
- Reading incorporated into the start of every KS3 English lesson
- Whole school spelling bee
- Vocabulary project
- Library lessons (£4700)

- Target group for reading intervention saw an average increase in their reading ages by 2 years 3 months over the two terms of the intervention programme.
- SEND students targeted saw an average increase in their reading ages of 1 year 1 month over two terms.
- The proportion of students assessed as being On Track in English increased from 60% to 93% over the course of the academic year.

#### Year Seven whose KS2 maths SAS is below 100

Strategies used including cost

Impact

- Catch up Numeracy (£3200)
- Core skills lessons (numeracy curriculum time for the target group, one lesson per week) (£850)

- The proportion of students assessed as being On Track in maths increased from 73% to 98% over the course of the academic year.