



1. Introduction

- Catch-up premium funding received by Eden Boys', is provided for pupils who did not achieve the expected standard in reading and/or maths at the end of key stage 2 (KS2).
- Eden Boys' is due to receive approximately £11,000 for the academic year 2016/17 (based upon the amount received in 2015-16). The school uses this funding to ensure all pupils who did not meet the expected standard receive additional support in order to catch up with their peers. Each school can decide how to spend the catch up premium
- The following document details specific actions together with costs and impact for each element of our catch up premium spend. It should be noted that our core belief of social mobility regardless of background drives everything we do to improve pupils' life chances

2. Key Performance Indicators

| Measure | School 2016/17 | National All | National Boys |
|---|-------------------|-----------------|------------------|
| Number of pupils eligible for KS2 assessment | 120 | n/a | n/a |
| % with KS2 data | 94 | n/a | n/a |
| Reading, writing and mathematics: % of pupils achieving the expected standard | n/a | 53 | 50 |
| Reading, writing and mathematics: % of pupils achieving a high score | n/a | 5 | 5 |
| Reading and mathematics: % of pupils achieving the expected standard | 56 | n/a | n/a |
| Reading and mathematics: % of pupils achieving a high score | 10 | n/a | n/a |
| Reading: % of pupils achieving expected standard | 58 | 66 | 62 |
| Reading: % of pupils achieving a high standard | 11 | 19 | 16 |
| Mathematics: % of pupils achieving expected standard | 79 | 70 | 70 |
| Mathematics: % of pupils achieving a high standard | 23 | 17 | 18 |
| Grammar, punctuation & spelling: % of pupils achieving expected standard | 77 | 72 | 67 |
| Grammar, punctuation & spelling: % of pupils achieving a high standard | 26 | 23 | 18 |
| Average scaled score in reading | 100.3 | 103 | 102 |
| Average scaled score in grammar, punctuation and spelling | 105.0 | 104 | 103 |
| Average scaled score in maths | 104.9 | 103 | 103 |

3. Rationale

| Barriers to future attainment (for pupils eligible for catch up premium) | |
|--|---|
| In-school barriers (issues to be addressed in school) | |
| A | Low reading skills on entry into Y7 |
| B | Fine average scaled point score at KS2 is below national in reading |
| C | Cursive writing has been identified as an issue for all year groups |
| External Barriers (issues which also require action outside school) | |
| A | All pupils are classed as coming from an ethnic minority background. English as an Additional Language 84.5% (NA 15.7%) |
| B | Geographically in the bottom 40% nationally for deprivation indicator. 97.3% of pupils are below the NA (20%) of pupils who do not live in high social class households. 79.3% of pupils are below the NA (14.6%) for pupils living in overcrowded households. 97.3% of pupils come from wards which have lower than national levels of adult participation in Higher Education |
| C | Access to a diverse range of reading material at home is limited |

4. What are our key objectives?

Quality First Teaching - Outstanding progress comes out of high quality teaching and learning on a day to day basis, consequently our major focus, is to continue to develop the capacity and skills of all our staff. The growth model of staffing requires a high focus on quality, continued professional development for teaching and associate staff

Developing the spoken language – Research shows the thought process demonstrated through spoken language improves written language with literacy and language development improving drastically if skills are consistently taught and applied. Overall, studies of oral language interventions consistently show positive benefits on learning; on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary (EEF Research).

Creating a reading culture – Evidence suggests that learners who read for enjoyment are setting themselves up for success, not only in Education, but also in life. Reading allows learners to develop their language skills, develop a broader vocabulary, and increase general knowledge and a better understanding of other cultures. To support and create a reading culture, our focus is to establish our library provision and introduce new initiatives such as the Accelerated Reader, Paired Reading, and Supported Reading amongst other reading programmes.

Personalised Intervention Programme – Each learner is an individual with their own needs. Our aim is to ensure we identify the specific needs of individual learners, and subsequently design a programme committed to meeting the needs of these pupils. There will be a strong focus on Early Intervention and one-to-one and/or small group support with smaller class sizes for those who have not met expected levels at KS2.

Our specific objectives for the use of Catch Up Premium funding are as follows:

- **Outstanding progress:** to ensure pupils in receipt of the catch up premium make progress in line with all pupils nationally
- **Full curriculum access:** to ensure pupils become increasingly literate and numerate in order to access and succeed across the whole curriculum
- **Breadth of experience:** to ensure pupils experience a wide range of literacy and numeracy activities across their full curriculum

5. Specific Aims for Diminishing the Difference in Progress for Pupils in receipt of catch-up

- Ensure a full programme of curriculum, pedagogical and transition is in place for catch up premium pupils from KS2 to KS3
- Develop high quality tracking and analysis tools to establish and monitor progress of catch-up premium pupils in all key performance Indicators
- Establish smaller teaching groups in English and Maths for those who have not reached expected KS2 level
- Introduce a full programme of intervention to enable catch up in both English and Maths
- Establish and stock a library provision within school and introduce Accelerated Reader to all Year groups
- Develop Teaching Assistant led morning intervention sessions in reading and maths

6. Eden Boys' Teaching and Learning of Pupils in receipt of Catch-up premium - Non-Negotiables

- Ease of Identification; catch up pupils evident on all SIMS Data and Tracking Sheets
- High Quality marking and feedback
- Reading comprehension

7. Catch-Up Premium Spending Plan 2016 - 17

| Spoken Language | | | | | | | | | |
|---|---|--|----------------------------------|-----------|------|------|---|---|-----------------------------|
| Initiative 1 | Actions | Chosen Approach | Reasons for Approach | Who | When | QA | Cost | Success Criteria | Impact Statement and Review |
| 1.1 Develop whole school speaking and listening guidelines | <ul style="list-style-type: none"> Agree Speaking and Listening guidelines for classroom use. Develop wall display materials for classrooms: <ul style="list-style-type: none"> Speech starters Turn taking rules Speculative response starters | <p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p> | NPA with RMK | Sept 2016 | SLT | £250 | <p>Lesson observations and Learning Walks identify:</p> <ul style="list-style-type: none"> Improvements in the use of spoken language in everyday lessons Learners using stem words/phrases which improve dialogic talk and speculative responses. Pupils undertake various social roles; participating and demonstrating learning independently. | <p>Literacy wall display agreed. Learning walks show that most staff refer to these when doing discussion work and encourage pupils to use dialogic/ speculative stems.</p> | |
| 1.2 Upskill staff in the use of spoken language techniques within the classroom | Secure competence of staff in the use of, and importance of, spoken language through whole school training and development sessions | <p>For all oral language interventions certain factors are associated with higher learning gains, suggesting that careful implementation is important. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary.</p> <p>EEF Rating: +6 months</p> <p>Research shows the thought process demonstrated through spoken language improves written language.</p> <p>Consistent approaches likely to reinforce literacy drive; thus overall improved literacy and language development.</p> | RMK to plan and support with AMI | Sep 2016 | | £500 | <ul style="list-style-type: none"> All staff trained in the use of spoken language guidelines Staff using spoken language protocols / standard English and speculative language consistently in classrooms Pupils beginning to mirror language use | <p>Training session delivered on questioning and use of literacy cards - Jan, April 2017</p> <p>Pupil voice – pupils state that some teachers tell us to use correct grammar when we are speaking and they check we use it all the time.</p> | |
| 1.3 Upskill staff in questioning techniques to develop extended responses | <ul style="list-style-type: none"> Secure development of staff questioning techniques to extend pupil answers using subject specific terminology Equip staff to actively teach high order thinking skills | <p>Evidence shows literacy and language development to improve drastically if skills and consistently taught and applied.</p> <p>Evidence Source Literacy Catch up Strategies Nov 12</p> | RMK to plan and support with AMI | Jan 2017 | SLT | £500 | <p>Quality Assurance process show:</p> <ul style="list-style-type: none"> Pupils use extended responses and subject specific terminology in classroom discussion and learning Pupils develop skills of building on and challenging understanding Pupil work shows exploratory responses and thought process. Learners are given confidence to maintain and participate in dialogue with teacher and peers. | <p>Pupil Voice shows positive feedback on questioning in classrooms. Pupils feel most teachers don't just accept their first answers, but encourage us to think about what we have said by using the stem words. These help me to structure my answers.</p> | |
| 1.4 Embed spoken language across all subject areas | Lead Practitioners assist Directors of Learning to embed strategies for spoken language in all subjects, including: <ul style="list-style-type: none"> Subject specialist vocabulary Speculative language Academic language structures | | RMK to plan and support with AMI | Apr 2017 | SLT | | <p>QA of departmental planning show:</p> <ul style="list-style-type: none"> Written activities clearly based on spoken language guidelines Good practice examples are collated and shared Extended writing tasks, completed independently, are age appropriate for levels of language Pupil work includes exploratory responses and thought process | <p>MTPs have focused heavily on progression from ks2-ks3-ks4, with a clear sequence of learning. These will need further developing to build spoken language strategies into them.</p> | |
| 1.5 Incorporate literacy into departmental schemes of work | Directors of Learning develop schemes of work, both medium and short term, which make specific reference to language development and allow discussion opportunities and questioning strategies | | RMK to plan and support with AMI | June 2017 | SLT | | <p>Quality Assurance procedures show:</p> <ul style="list-style-type: none"> Departmental schemes of work make specific reference to language development and consolidation. Discussion opportunities and questioning strategies are incorporated into medium and short term planning | <p>MTPs and STPs give opportunities for pupils to develop language skills. In the best examples, questioning and talk for learning is used to scaffold learning.</p> | |

| Initiative 2 Reading | | | | | | | | |
|--|--|---|------------|----------|-----|--------|--|--|
| Actions | Chosen Approach | Reasons for Approach | Who | When | QA | Cost | Success Criteria | Impact Statement and Review |
| 2.1 Encourage whole school culture of reading | Build and stock library provision incorporating accelerated reading resources | <p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p> <p>EEF Rating: + 5 months</p> <p>Research from Durham University on behalf of EEF concludes:</p> <ol style="list-style-type: none"> Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation. <p>EEF Rating: +3months</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.</p> <p>EEF Rating: +5month</p> | ASW IRA | Sep 2017 | SLT | £6,500 | <ul style="list-style-type: none"> Library fully furnished and functional Stock of books appropriate to learner reading age – supports language development and educational excellence. Induction completed for pupil engagement and understanding of library usage and facilities Staff training sessions delivered on use and function of library resource | Stock purchased according to AR scores. |
| 2.2 Accelerate progress in reading | Introduce Accelerated Reader across all year groups | <p>EEF Rating: + 5 months</p> <p>Research from Durham University on behalf of EEF concludes:</p> <ol style="list-style-type: none"> Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation. <p>EEF Rating: +3months</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.</p> <p>EEF Rating: +5month</p> | SWI IR3 | Sep 2016 | SLT | £3,000 | <ul style="list-style-type: none"> Accelerated Reader introduced to staff and pupils Procedures to measure impact of reading show accelerated improvements in reading age Identification of learners with specific reading needs and robust intervention plans established Capacity developed to improve reading and provide one-to-one and/or small group support in place. | AR test completed, results show: Y7 <ul style="list-style-type: none"> At /above benchmark – 57% On watch – 34% Intervention – 6% Urgent Intervention – 3% Y8 At /above benchmark – 62% <ul style="list-style-type: none"> On watch – 24% Intervention- 11% Urgent Intervention – 4% Y9 <ul style="list-style-type: none"> At /above benchmark – 59% On watch – 26% Intervention- 13% Urgent Intervention – 2% |
| 2.3 Embed reading strategies linked to reward and praise | Improve staff and pupil engagement and participation in Accelerated Reader through robust staff training and comprehensive pupil induction programme | | SWI IRA | Feb 2017 | SLT | £1,000 | Quality Assurance shows: <ul style="list-style-type: none"> Literacy Assessments improved and language development evident through discussions Staff embedding active reading strategies and comprehension tasks in lessons Visual evidence of learners reading and rewards/certificates allocated Staff supporting reading programme, i.e. morning registration programme Enrichment opportunities in place to promote reading culture: World Book Day, World Book Night, Parent Reading Club. | This needs further development as technical and capacity issues have slowed progress in a fully functioning library and AR programme. |

| Initiative 3 Writing | | | | | | | | |
|--|---|--|-----|--------|-----|--------|---|--|
| Actions | Chosen Approach | Reasons for Approach | Who | When | QA | Cost | Success Criteria | Impact Statement and Review |
| 3.1 Appointment of additional teacher in Maths | Adding additional capacity to further the influence and performance of the Maths faculty staff, disseminating good practice across school | Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil will achieve will increase. | AMI | Sep 16 | LGB | £16000 | <ul style="list-style-type: none"> Staffing in place Smaller class sizes in Year 7 for pupils with low KS2 Levels in both Maths and English Literacy strategy underway | <ul style="list-style-type: none"> Additional Teacher recruited in Maths Sept 2016 Average class size for disadvantaged pupils in English, maths and science is 17 |

| | | | | | | | | |
|--|--|---|--------------|------------------|------------|--|--|---|
| Appointment of Lead Practitioner in English | Develop literacy strategy across the curriculum and support whole school development of spoken language and reading culture | EEF Rating: Moderate impact +3 months | AMI SENCo | Jan 17 Jul 17 | LGB SLT | | <ul style="list-style-type: none"> Development of Library and Accelerated Reading Programme | <ul style="list-style-type: none"> Lead Practitioner appointed in English and Literacy resulting in Literacy strategy underway. |
| 3.2 Group sizes in English/Maths smaller than average for school | Where the majority of pupils are disadvantaged, ensure groups in English and maths have a class size of no more than 15 | Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil will achieve will increase. EEF Rating: Moderate impact +3 months | AMI | Jan 17 | HT | | <ul style="list-style-type: none"> Identified catch up pupils making expected progress (4 levels) in both English and Maths, in line with National all pupils, and a rapidly narrowing of the attainment gap in school all pupils by Autumn 2017. | <p>Current data:</p> <ul style="list-style-type: none"> Year 7: 76% of prior low attainers are on target to meet their 4GoP. Year 8: 25% of prior low attainers are on target to meet their 4GoP. Year 9: 33% of prior low attainers are on target to meet their 4GoP. |
| 3.3 Established catch up intervention programme | <ul style="list-style-type: none"> Directors of Learning identify underachieving pupils at every data capture to enable constructive challenge to teachers to improve the provision of early intervention strategies to rapidly diminish any difference Targeted and personalised intervention programmes for those not making expected progress through individual intervention plans | <p>Develop the expertise in identification and implementation of quality, personalised intervention strategies.</p> <p>Small group tuition is effective which greater feedback from the teacher, more sustained engagement in smaller groups, or work closely matched to learners needs has a positive impact</p> <p>EEF Rating: Moderate +4 months</p> | | | | | | |