



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 2017/18 (based upon the amount received in 2016-17). 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.
- 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 2017/18	National All	National Boys
Number of pupils eligible for KS2 assessment	118	n/a	n/a
% with KS2 data	98%	n/a	n/a
Reading, writing and mathematics: % of pupils achieving the expected standard	54	61	57
Reading, writing and mathematics: % of pupils achieving a high score	5	9	7
Reading and mathematics: % of pupils achieving the expected standard	56	n/a	n/a
Reading and mathematics: % of pupils achieving a high score	8	n/a	n/a
Reading: % of pupils achieving expected standard	64	71	68
Reading: % of pupils achieving a high standard	16	25	21
Mathematics: % of pupils achieving expected standard	78	75	74
Mathematics: % of pupils achieving a high standard	19	23	24
Grammar, punctuation & spelling: % of pupils achieving expected standard	79	77	73
Grammar, punctuation & spelling: % of pupils achieving a high standard	26	31	27
Average scaled score in reading	101	104	103
Average scaled score in grammar, punctuation and spelling	106	106	105
Average scaled score in maths	103	104	104

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 (4% below national boys and 7% below national all)
B	Ability to make inferences based on the text/ explain and justify inferences with evidence from the text (44% of the KS2 reading paper) school KS2 scores are 14% below national results
C	Limited vocabulary: give/ explain the meaning of words in context, school KS2 scores are 10% below national results
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

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, where teachers plan and deliver consistently good to outstanding lessons based on the different starting points of pupils, consequently our major focus, is to continue to develop the capacity and skills of all our staff. The growth model of staffing (9 out of 22 teaching staff started at the school in September 2017: 2 DoLs, 1 LP, 2 NQTs, 1 RQT and 3 experienced teachers) requires a high focus on quality, continued professional development for teaching and associate staff.

Spoken language and vocabulary development– 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 and Paired Reading- with peers, teaching staff and support staff, 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 2017-18

Initiative 1 Spoken Language								
Actions	Chosen Approach	Reasons for Approach	Who	When	QA	Cost	Success Criteria	Impact Statement and Review
1.1 Induct new staff and secure existing staff skills 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	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. 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).	NPA	Sept 2017	SLT	£250	<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 	
1.2 Induct new staff and secure existing staff skills in questioning techniques to develop extended responses	Secure development of staff questioning techniques to extend pupil answers. Equip staff to actively teach high order thinking skills	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.	NMA	Oct 2017	SLT	£250	Quality Assurance process show: <ul style="list-style-type: none"> Pupils are probed through different types of questioning Pupils use extended responses 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 	
1.3 Upskill staff use of strategies, resources and techniques to extend pupil answers using subject specific vocabulary	Focus key subject terminology to enhance pupils' vocabulary (spoken and written): Secure development of staff vocabulary development techniques to extend pupil answers. Equip staff to actively teach subject vocabulary	EEF Rating: +6 months Research shows the thought process demonstrated through spoken language improves written language. Consistent approaches likely to reinforce literacy drive; thus overall improved literacy and language development. Evidence shows literacy and language development to improve drastically if skills and consistently taught and applied.	NPA	Aut 2017	NMA, NPA	£ 3000	<ul style="list-style-type: none"> Key subject terminology identified on MTPs Key subject terminology displayed Key subject terminology added to key words bank Opportunities to develop subject terminology built into planning and delivery of lessons Use of dictionaries/ thesauruses across the curriculum 	
1.4 Upskill staff in cooperative learning strategies to develop pupils' listening and responding skills	Secure competence of staff use in kagan cooperative learning structures Secure competence of staff use in flipped learning	Evidence Source Literacy Catch up Strategies Nov 12	NMA FAL	Nov , Dec 2017 Jan 2017	SLT	£250	<ul style="list-style-type: none"> Pupils develop listening and responding skills through use of kagan structures Pupils develop listening and responding skills through use of flipped learning 	

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	Add fiction and non-fiction books to the library provision incorporating accelerated reading resources. Establish library leaders to promote culture of reading	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. 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. EEF Rating: + 5 months	NPA IRA	Sep 2017	SLT	£3000	<ul style="list-style-type: none"> Library fully furnished and functional Stock of books appropriate to catch up pupils' reading age and interests – 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 	
2.2	Introduce Accelerated Reader across all year groups English teachers to incorporate suggested strategies and use differentiation strategies for catch up pupils in their class/es Deliver additional reading catch up intervention to pupils with a scaled score below 100	Research from Durham University on behalf of EEF concludes: 1. Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. 2. 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. EEF Rating: +3months Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 20 minutes, 3-5 times a week) over a set period of time (5-12 weeks) appear to result in optimum impact. EEF Rating: +5month	NPA NMA	Aut 2017	SLT	£1000	<ul style="list-style-type: none"> Morning literacy registration programme introduced to staff and pupils AR training for LCs AR training for data manager Identification of learners' (scaled score below 100 in reading) specific reading needs through QLA and AR diagnostic reports, suggested strategies Robust intervention plans established Capacity developed (support staff and pupil literacy champions) to improve reading and provide one-to-one and/or small group support in place. Train identified staff and pupil literacy champions in reading catch up programme Procedures to measure impact of reading show accelerated improvements in reading ability and age 	
2.3 Promote reading culture	Improve staff and pupil engagement with reading		SWI IRA NPA	Feb 2017	SLT	£500	<ul style="list-style-type: none"> Visual evidence of staff reading and discussing reading with pupils 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. Fund raising activities linked to reading/ books- led by the library leaders 	

Initiative 3 Writing								
Actions	Chosen Approach	Reasons for Approach	Who	When	QA	Cost	Success Criteria	Impact Statement and Review
3.1 Develop staff understanding of the new KS2 curriculum and assessments as well as new	Work with DoL English and maths to familiarise with schemes of work from main feeder primary schools. Train staff on ks2 and ks4 curriculum and assessment requirements so that they build	Develop the expertise of staff to understand curriculum and assessment requirements at different key stages improving planning for progress, based on starting points of pupils. EEF Rating: Moderate +4 months	NPA	June 2017		£250	<ul style="list-style-type: none"> Long and medium term plans and progression maps demonstrate understanding of prior learning at KS2 and building forward to KS4. Lesson observations and book scrutinies show understanding of curriculum and assessment requirements. 	

GCSE specifications.	on prior learning and move pupils forward in their learning journey.	Develop the expertise of staff to scaffold learning leading to independent application, enhancing their confidence by reducing barriers to learning therefore improving learning and progress.						
3.2 Upskill staff in scaffolding learning strategies / techniques	Secure use of scaffolding learning approaches, which lead to exploration/ evaluative/ problem solving/ extended writing tasks.	EEF Rating: Moderate +4 months Develop the expertise in identification and implementation of quality, personalised intervention strategies.	NPA MBE	Oct, Nov 2017	SLT	£250	<ul style="list-style-type: none"> Books show evidence of scaffolding learning leading to independent application to more challenging content. 	
3.3 Develop pupils' handwriting	Develop pupils' handwriting to ensure pupils are using legible and cursive script. Identify pupils who require support. Deliver handwriting support workshops Review impact of handwriting support workshops	Develop the expertise in identification and implementation of quality, personalised intervention strategies. Small group personalised learning is effective which allows greater feedback from the teacher, more sustained engagement in smaller groups, or feedback closely matched to learners needs has a positive impact EEF Rating: Moderate +4 months	IRA	Aut2	SLT	£500	<ul style="list-style-type: none"> Books show pupils use neat handwriting and take pride in their handwriting and presentation of their work. 	
3.4 Upskill staff in the use of marking for literacy	Ensure literacy codes are being applied in marking and feedback and having impact on pupils' literacy development.		NMA NPA	Aut 2	SLT	£250	<ul style="list-style-type: none"> Books show literacy codes being applied and pupils making corrections based on feedback. 	

Initiative 4 Numeracy Development								
Actions	Chosen Approach	Reasons for Approach	Who	When	QA	Cost	Success Criteria	Impact Statement and Review
4.1 Invest in resources to support catch up pupils in maths	Source and purchase resources that will help develop maths skills of the catch up pupils.	Evidence indicates that one to one / small group tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 20 minutes, 3-5 times a week) over a set period of time (5-12 weeks) appear to result in optimum impact.	YPA	Aut 2	SLT	£1000	<ul style="list-style-type: none"> Invest in resources to support the weakest learners in maths 	
4.2 Accelerate progress in maths	maths teachers to incorporate suggested strategies and use differentiation strategies for catch up pupils in their class/es Deliver additional numeracy catch up intervention to pupils with a scaled score below 100	EEF Rating: +5month	YPA NPA	Aut 2	SLT	£250	<ul style="list-style-type: none"> Identification of learners' (scaled score below 100 in maths) specific needs through QLA and baseline, suggested strategies Robust intervention plans established Capacity developed (support staff) to provide one-to-one and/or small group support in place. Train identified staff in maths catch up programme Procedures to measure impact of maths catch up show accelerated improvements in maths ability and age 	

