



## 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 £12,000 for the academic year 2018/19 (based upon the amount received in 2017-18). 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 2018/19	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	56	61	57
Reading, writing and mathematics: % of pupils achieving a high score	2	9	7
Reading and mathematics: % of pupils achieving the expected standard	63	n/a	n/a
Reading and mathematics: % of pupils achieving a high score	7	n/a	n/a
Reading: % of pupils achieving expected standard	66	71	68
Reading: % of pupils achieving a high standard	10	25	21
Mathematics: % of pupils achieving expected standard	70	77	73
Mathematics: % of pupils achieving a high standard	25	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	102.3	104	103
Average scaled score in grammar, punctuation and spelling	105.2	106	105
Average scaled score in maths	104.5	104	104

## 3. Rationale

Barriers to future attainment	
<b>In-school barriers (issues to be addressed in school)</b>	
A	Low reading skills on entry into Y7 (2% below national boys and 5% below national all)
B	Ability to make inferences based on the text/ explain and justify inferences with evidence from the text: school KS2 scores are 10% below national results
C	Make comparisons within the text: school KS2 scores are 10% below national results
D	Limited vocabulary- give/ explain the meaning of words in context: school KS2 scores are 8% below national results
E	Geometry- position and directions: school KS2 scores 10% below national results Geometry- properties of shapes: school KS2 scores 10% below national results
<b>External Barriers (issues which also require action outside school)</b>	
A	All pupils are classed as coming from an ethnic minority background. English as an Additional Language 88%

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, 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.

**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.
- Continue to stock the library with accessible material for all readers.
- Develop subject specific stock in the library.
- 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 2018-19

Initiative 1 Developing Reading							
	Actions	Reasons for Approach	Who	When	QA	Cost	Success Criteria
1.1	Add fiction and non-fiction books to the library provision incorporating accelerated reading resources.  Train Y10 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. <b>EEF Rating: + 5 months</b>  <b>Research from Durham University on behalf of EEF concludes:</b> 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.  <b>EEF Rating: +3months</b>  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. <b>EEF Rating: +5month</b>	IRA GCL	Oct 2018	NPA	£1500	<ul style="list-style-type: none"> <li>Stock of books appropriate to catch up pupils' reading age and interests – supports language development and educational excellence.</li> <li>Induction completed for y10 library leaders.</li> </ul>
1.2	Introduce Accelerated Reader to y7. Continue AR across all year groups.  English teachers to incorporate suggested strategies and use differentiation strategies for catch up pupils in their class/es		NPA IRA	Aut term 2018	SLT	£1000	<ul style="list-style-type: none"> <li>Morning literacy registration programme introduced to all staff and pupils</li> <li>AR training for LCs</li> <li>AR training for new ICT technician</li> <li>AR training for data manager</li> </ul>
1.3	Deliver additional reading catch up intervention to pupils with a scaled score below 100		SWI IRA GCL	Aut term 2018	NPA	£1000	<ul style="list-style-type: none"> <li>Identification of learners' (scaled score below 100 in reading) specific reading needs through QLA and AR diagnostic reports, suggested strategies</li> <li>Robust intervention plans established</li> <li>Capacity developed (support staff and pupil literacy champions) to improve reading and provide one-to-one and/or small group support in place.</li> <li>Train identified staff and pupil literacy champions in reading catch up programme</li> <li>Procedures to measure impact of reading show accelerated improvements in reading ability and age</li> <li></li> </ul>
1.4	Improve staff and pupil engagement with reading		SWI IRA GCL	Spr term 2019	NPA	£500	<ul style="list-style-type: none"> <li>Visual evidence of staff reading and discussing reading with pupils</li> <li>Staff supporting reading programme, i.e. morning registration programme</li> <li>Enrichment opportunities in place to promote reading culture: World Book Day, World Book Night, Parent Reading Club.</li> <li>Fund raising activities linked to reading/ books- led by the library leaders</li> </ul>
1.5	Adapt Curriculum Delivery Plans based on QLA: building in developing inferences and making comparisons into transition unit		IRA PHO	Aut term 2018	NPA	£500	<ul style="list-style-type: none"> <li>Medium term planning and short term planning and progression mapping to incorporate developing inferences and making comparisons.</li> <li>Half termly assessments to show improved outcomes in these areas.</li> </ul>

Initiative 2 Spoken Language and Vocabulary Development							
	Actions	Reasons for Approach	Who	When	QA	Cost	Success Criteria
2.1	Induct new staff and secure existing staff skills in the use of spoken language/ dialogic and speculative techniques within the classroom through whole school training 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.	RMA	Aut term 2018	SLT	£500	<ul style="list-style-type: none"> <li>All staff trained in the use of spoken language guidelines</li> <li>Staff using spoken language protocols and speculative language/ Dialogic Language consistently in classrooms</li> <li>Pupils beginning to mirror language use</li> </ul>

2.2	<p>Upskill staff use of strategies, resources and techniques to extend pupil answers using subject specific vocabulary</p> <p>Focus key subject terminology to enhance pupils' vocabulary (spoken and written)</p> <p>Secure development of staff vocabulary development techniques to extend pupil answers.</p> <p>Equip staff to actively teach subject vocabulary</p> <p>Order subject specific books (non-fiction texts and dictionaries) for the library</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> <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><b>EEF Rating: +6 months</b></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> <p>Evidence shows literacy and language development to improve drastically if skills and consistently taught and applied.</p> <p><b>Evidence Source Literacy Catch up Strategies Nov 12</b></p>	NPA IRA GCL DOLs	Aut term 2018	NPA	£ 3000	<ul style="list-style-type: none"> <li>• Key subject terminology identified on MTPs</li> <li>• Key subject terminology displayed</li> <li>• Key subject terminology added to key words bank</li> <li>• Opportunities to develop subject terminology built into planning and delivery of lessons</li> <li>• Use of dictionaries/ thesauruses across the curriculum</li> <li>• Use of subject specific texts for vocabulary development across the curriculum to develop pupils' vocabulary</li> </ul>
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Initiative 3 Developing Writing							
	Actions	Reasons for Approach	Who	When	QA	Cost	Success Criteria
3.1	<p>Develop staff understanding of the new KS2 curriculum and assessments as well as new GCSE specifications Work with DoL English and maths to familiarise with schemes of work from main feeder primary schools.</p> <p>Train staff on ks2 and ks4 curriculum and assessment requirements so that they build on prior learning and move pupils forward in their learning journey.</p>	<p>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.</p> <p><b>EEF Rating: Moderate +4 months</b> 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.</p> <p><b>EEF Rating: Moderate +4 months</b></p>	NPA	June 2017	SLT	£500	<ul style="list-style-type: none"> <li>• Long and medium term plans and progression maps demonstrate understanding of prior learning at KS2 and building forward to KS4.</li> <li>• Lesson observations and book scrutinies show understanding of curriculum and assessment requirements.</li> </ul>
3.2	<p>Develop pupils' handwriting to ensure pupils are using legible and cursive script.</p> <p>Identify pupils who require support.</p>	<p>Develop the expertise in identification and implementation of quality, personalised intervention strategies.</p>	IRA FCH	Aut2	SLT	£500	<ul style="list-style-type: none"> <li>• Books show pupils use neat handwriting and take pride in their handwriting and presentation of their work.</li> </ul>

	Deliver handwriting support workshops  Review impact of handwriting support workshops	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					
<b>3.3 Upskill staff in the use of marking for literacy</b>	Ensure literacy codes are being applied in marking and feedback and having impact on pupils' literacy development.	<b>EEF Rating: Moderate +4 months</b>	NPA	Aut term	SLT	<b>£500</b>	<ul style="list-style-type: none"> <li>Books show literacy codes being applied and pupils making corrections based on feedback.</li> </ul>

<b>Initiative 4 Numeracy Development</b>							
	<b>Actions</b>	<b>Reasons for Approach</b>	<b>Who</b>	<b>When</b>	<b>QA</b>	<b>Cost</b>	<b>Success Criteria</b>
<b>4.1</b>	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.  EEF Rating: +5month	MHA	Aut 2	YPA	<b>£1500</b>	<ul style="list-style-type: none"> <li>Invest in resources/ equipment to support the weakest learners in maths</li> </ul>
<b>4.2</b>	Adapt Curriculum Delivery Plans based on QLA: building in 'Geometry position and directions and properties of shapes:' into transition unit.  maths teachers to incorporate suggested strategies and use differentiation strategies for catch up pupils in their class/es		MHA	Aut term 2018	YPA	<b>£500</b>	<ul style="list-style-type: none"> <li>Medium term planning and short term planning and progression mapping to incorporate 'Geometry position and directions and properties of shapes'.</li> <li>Half termly assessments to show improved outcomes in these areas.</li> </ul>
<b>4.3</b>	Deliver additional numeracy catch up intervention to pupils with a scaled score below 100		YPA NPA	Aut 2	SLT	<b>£500</b>	<ul style="list-style-type: none"> <li>Identification of learners' (scaled score below 100 in maths) specific needs through QLA and baseline, suggested strategies</li> <li>Robust intervention plans established</li> <li>Capacity developed (support staff and pupil maths champions) to provide one-to-one and/or small group support in place.</li> <li>Train identified staff and pupil maths champions in maths catch up programme</li> <li>Procedures to measure impact of maths catch up show accelerated improvements in maths ability and age</li> </ul>

