



## Catch-Up Premium Funding Report

### 2019/20

<b>Name of School</b>	<b>Eden Boys Preston</b>
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The literacy and numeracy Catch-up Premium provide schools with additional funding to support Year 7 pupils who did not achieve the national expectation in reading and/or mathematics at the end of Key Stage 2.

#### How much funding did the school receive in 2019/20 for catch up premium and how many pupils was this intended to support?

- Eden Boys' School, Preston received £11,860 for the academic year 2019/20. 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

#### What did the school spend it on?

Area of spend	Amount spent 2019/2020
Initiative 1: Developing reading skills	£8000
Initiative 2: Spoken language and vocabulary development	£3000
Initiative 3: Developing writing skills	£1000
Initiative 4: Numeracy development	£3500
Total spend (needs to total the amount we received)	£15500

#### What were the reasons for these spending decisions?

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.

PISA Study – those teenagers who regularly read fiction every day achieve on average 26 points higher on the PISA tables, which equates to an extra 10 months of schooling.

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**

#### 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 (5-12 weeks) appear to result in optimum impact. **EEF Rating: +5month**

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).

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. **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.

**Evidence Source Literacy Catch up Strategies Nov 12**

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**

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. **EEF Rating: Moderate +4 months**

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**

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 (5-12 weeks) appear to result in optimum impact. **EEF Rating: +5months**

What strategies have been used to monitor and evaluate the impact of Year 7 Catch-up premium funding?

- Stock purchased according to AR scores and Star Readers initiative
- Library leaders successfully inducted
- Books purchased for classrooms Morning literacy registration programme has been introduced to staff and pupils
- AR training for LCs completed
- AR training for data manager has been done
- Learners identified (scaled score below 100 in reading) specific reading needs through QLA and AR diagnostic reports, suggested strategies identified
- Robust intervention plans have established and implemented.
- Capacity developed (support staff and pupil literacy champions) to improve reading and provide one-to-one and/or small group support in place.
- Support staff and pupil literacy champions trained in reading catch up programme
- Tests and systems to measure impact of reading support done.
- Literacy catch up sessions ran during daily form time sessions
- Bedrock vocabulary purchased and used for intervention
- Ruth Miskin literacy intervention training attended by one teacher and one TA
- Ruth Miskin strategies delivered with pupils requiring intervention
- Reading age assessments and Bedrock used to monitor pupils' reading ages
- I am reading... signs refreshed and placed on all classroom doors.
- Tutors reading with form groups once per week

- MTP planning proforma adapted so that all subjects include a literacy focus, in particular with making comparisons.
- World book day events and activities across all subjects
- All staff trained in the use of spoken language guidelines.
- Quality Assured by DDOL: English and AP T&L showing staff are implementing the guidelines.
- Good practice shared.
- Targeted CPD provided for staff where 'promoting and progressing in literacy' was identified as an issue. Reviews show an improving trajectory in this area.
- Key subject terminology has been identified on MTPs and teachers using these as part of literacy settlers to develop key words.
- Key subject terminology displayed and referred to in learning.
- Key subject terminology added to key words bank and pupils tested on spelling and definitions of these words.
- Opportunities to develop subject terminology has been built into planning and delivery of lessons
- Long and medium term plans and progression maps devised by MLs demonstrate understanding of prior learning at KS2 and building forward to KS4 across all subjects.
- Lesson observations and book scrutinies show understanding of curriculum and assessment requirements.
- Staff committed to developing and promoting literacy SPAG across the curriculum.
- Bespoke exercise book design emphasises literacy development.
- Staff trained in the use of KS2 tests, QLA and implications on planning by VP: T&L.
- Catch up pupils identified across the curriculum by yellow stickers on their books.
- Books scrutinies evidence pupils use neat handwriting and take pride in their handwriting and presentation of their work. The bespoke exercise book design and plastic cover support this.
- Handwriting intervention books purchased and used for individuals requiring additional support.
- Work Scrutinies show that literacy codes are being applied and pupils making corrections based on feedback.
- Workbooks, abacus and number charts ordered and used to support weakest learners in maths
- MTPs adapted based on needs of learners.
- Identified numeracy champions have been trained to support the maths catch up programme
- Catch up pupils identified across the curriculum by yellow stickers on their books.
- Catch up pupils make strong progress in maths relative to their starting points.
- Pupils identified (scaled score below 100 in maths) specific needs through QLA and baseline, suggested strategies
- Robust intervention plans established and delivered with support from the SEND faculty

**What difference did the use of literacy and numeracy Catch-up funding make to outcomes for Year 7 pupils supported in 2019/20?**

***Reading:***

Increase in reading ages (based on Bedrock assessments)

Improvement in internal assessment results from AP1 to AP3 (final assessment sat in school due to Covid)

***Mathematics:***

Improvement in internal assessment results from AP1 to AP3 (final assessment sat in school due to Covid)

**What evidence does the school have of sustained performance of pupils who received Catch-up premium in previous years? (e.g. average progress score of low-attaining pupils in 2019, reading ages vs chronological ages of pupils who received support)**

All pupils who received the catch-up funding in 2018-19 have made at least one grade progress in English and Maths throughout the course of Yr8.