



Ormiston Meridian Academy

Year 7

Catch Up Premium Plan

2018/2019

V1

Year 7 Catch up Premium

Overview for Ormiston Meridian Academy	
Total number of students on roll in Year 7 (2018-19)	203
Total number of Catch-up Premium Students (number of these who are also entitled to Funding)	20
Number of students who did not make the expected standard in Reading at the end of KS2	17
Number of students who did not make the expected standard in Maths at the end of KS2	10
Number of students who did not make the expected standard in Reading and Maths at the end of KS2	7
Total amount of funding anticipated for Catch-Up Premium Grant 2018-19	£22,000
Amount of funding available to support each student	£1,100

What is Literacy and Numeracy Catch-Up Premium?

The Literacy and Numeracy Catch-Up Premium is a type of funding additional to the main school funding. It is received from the government and is allocated to students who did not achieve the expected standard in reading or maths at the end of Key Stage 2. Schools are free to spend the Catch-Up Premium as they see fit within specific parameters. Unlike Pupil Premium, the Catch-Up Premium is only awarded to students in Year 7.

In 2018-19, schools will receive the same overall amount of Year 7 catch-up premium funding they received in 2017-18 but adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2018 census.

The academy identifies Catch-Up Premium students as those who achieved less than 90.00 in their KS2 scaled score in reading & maths. The money is used to fund effective interventions in order for these students to make accelerated progress above the progress expected by their age and starting point i.e catch up to their peers.

Student Barriers to Achievement

There are a large number of reasons why some students do not yet achieve as highly as their peers in primary school in reading, writing and mathematics. We start the process of analyzing the reasons for underachievement whilst students are in year 6 and throughout the transition process to enable us to plan our curriculum very carefully for students who are working well below expectation in reading, writing and mathematics.

1. Ability to read fluently because:

- The majority of students who were unable to achieve the KS2 expected level at reading are disadvantaged
- There is not always an emphasis on reading within the home
- Some students do not have access to reading books within the home
- Some students are not taken to the library outside of school hours
- Reading regularly is not always an expectation within the home
- The family's first language is not always English
- Vocabulary is significantly under-developed

2. Application of basic numeracy ability because:

- The majority of students who were unable to achieve the KS2 expected level in mathematics are disadvantaged
- Some students have very little exposure to basic numeracy within their home
- Parents are not always equipped with the skills to support their child in developing their numeracy

Spend Plan 2018-2019 At a glance

	Programme	Cost	Person Responsible
Resources	Accelerated maths (Y7,Y8,Y9)	£3,185	ABR/HTA
	Maths "National Numeracy Passport" (Y7)	£3600	DBL/HTA/ABR
	Accelerated reader (Y7,Y8,Y9)	£3,342	ABR/THO
	English "Fresh Start" (Y7 & Y8)	£2700	ABR/THO
	STAR maths AR tests	£994	ABR/HTA
	STAR reading AR tests	£897	ABR/THO
	Miscellaneous Stationery	£500	ABR
Additional Teaching Provision	Additional 11 hrs/fortnight English "Fresh Start" & Maths "Numeracy Passport" Teaching 7RS2	£3800	ABR/TH
EAL Intervention	1:1 Reading EAL students only	£2350	DD
Morning intervention 8.30-9.00	Early Bird Reading (2 sessions/wk)	£0	ABR
	Paired Assisted Reading	£0	ABR/THO
Y8 CUP Continuation	English "Fresh Start" - 4 Hours	£2800	ABR/THP
	SRA Reading	£ 1000	DT/ DC
	Total	£25,168	

Title	Literacy Intervention through Fresh Start	
Plan holder	S Ashley	
Spend	£5000	
Barriers to overcome:		
<ul style="list-style-type: none"> • Ability to read fluently <ul style="list-style-type: none"> ○ The majority of students who were unable to achieve the KS2 expected level at reading are disadvantaged ○ Reading regularly is not always an expectation within the home ○ The family's first language is not English ○ Vocabulary is under-developed 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>Actions: -</p> <ol style="list-style-type: none"> 1. To complete a baseline test with CUP students early in Year 7 using the Fresh Start assessment. 2. To timetable 11 Fresh Start lessons over a fortnight replacing MFL lessons. 3. To split the group according to the baseline assessments, providing suitable differentiation. 4. To invite CUP students to EBR sessions twice weekly in order to benefit from one to one reading and paired reading support. <p>Small group and targeted intervention has a positive impact on students' reading age. The Higher Education Academy suggests that there are several philosophical and theoretical reasons as to the benefits of small-group teaching, particularly the Russian psychologist Lev Vygotsky (1962; 1978), who has markedly influenced more recent thinking about why small group teaching is 'good' pedagogically: 'Vygotsky's vision of pedagogy is based on the idea of learning is an interactive, social process, within which the teacher facilitates the transition of the learner into 'zones of proximal development' in order to cultivate new knowledge. That is, the role of the educator is to facilitate rather than to dictate the nature of what is being learned, meaning that students have an active role in this process. The teacher provides the 'scaffolding' around which students are able to construct their own learning, building on prior knowledge.' This is backed up by Sheffield University's analysis of small group teaching, which suggests that this mode of teaching boosts self-esteem and confidence amongst learners: 'the small group teaching environment provides you with the opportunity to receive and give immediate feedback. It allows more hands-on tasks to support the academic learning experience, and gives you the chance to motivate and build student confidence. Students benefit from the small group environment by a much-valued contact with you on a more individual scale within the broader context of the academic community.'</p>		<p>£2700 initial training</p> <p>£1500 CPD</p> <p>£547 Start-up resources</p> <p>£253 miscellaneous expenses including additional modules.</p>
Monitoring and evaluation:		Impact statement:
<ul style="list-style-type: none"> • Retest each Assessment Round to check progress using Fresh Start assessments. • Use data from AR Star Tests as evidence of progress at intervals/AR assessment points throughout the year. 		<ul style="list-style-type: none"> • Improved phonetic understanding enabling decoding of unfamiliar words and reading fluency and comprehension. • Accelerated reading age progress expected, closer to chronological age.

Title	Maths Numeracy Passport	
Plan holder	D Blundred/H Taylor	
Spend	£3600	
Barriers to overcome:		
<ul style="list-style-type: none"> • Application of basic numeracy ability • Social barriers – lack of numeracy skills in the household • Social barriers – lack of understanding of Maths as a fundamental life skill 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>Rationale: Passport Maths is an early intervention programme for year 7 students who are not "secondary-ready" in mathematics, helping them to master the basics they may have missed at primary level. The programme supports progression in fundamental mathematical concepts, helping students to go on to better outcomes at GCSE. Passport Maths is designed for pupils who did not achieve the expected standard in mathematics at Key Stage 2 (that is, students with a scaled score of less than 100 on the Key Stage 2 test). It provides the additional support that students need to catch up with the mathematical ideas that are developed at greater depth at Key Stage 3. The programme is unique in that it enables students to follow and master the mathematical fundamentals which they may have missed out on at primary school, while progressing with the curriculum with the rest of their year-group.</p> <p>Resources required</p> <ul style="list-style-type: none"> • Online resources for use by the teacher and pupils. These include class, group and individual activities, unit tests and lesson starters • Maths Passport pupil progress booklets, enabling students to present and reflect on their learning • Passport stamp to confirm achievement • Teacher Training - Our approved training providers can offer onsite training sessions with staff, a launch of the programme with a group of students, and offsite support and guidance to help you get the most out of Passport Maths for your students. 		<p>Training and resources £3,600</p>
Monitoring and evaluation:		Impact statement:
<ul style="list-style-type: none"> • Use of AR data after each assessment round • Monitoring of Accelerated Maths and Star Maths scores 		<ul style="list-style-type: none"> • Successful students will have closed the gap in Maths/numeracy and will be broadly in line with their peers as a result of accelerated progress over the year.

Title	Literacy Intervention through Accelerated Reading Programme.	
Plan holder	T Hope / A Brereton	
Spend	£ 4706.20	
Barriers to overcome:		
<ul style="list-style-type: none"> • Ability to read fluently <ul style="list-style-type: none"> ○ The majority of students who were unable to achieve the KS2 expected level at reading are disadvantaged ○ Reading regularly is not always an expectation within the home ○ The family's first language is not English ○ Vocabulary is under-developed 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>Actions: -</p> <ol style="list-style-type: none"> 1. To complete a baseline test with CUP students early in Year 7 (STAR reading) 2. Ensure staff prioritize CUP students in AR lessons in terms of checking progress and engagement 3. Retest each Assessment Round to check progress using STAR test. 4. Use data from AR Star Tests as evidence of progress to at intervals/AR assessment points throughout the year. 5. Check progress of Accelerated reading (Quiz results, book choice) <p>Rationale: Data from Primary schools reveal weaknesses in Reading Comprehension in many PP students, with the average Reading Comprehension score for our students not matching their chronological age. The AR program is a computerized program which objectively grades comprehension and literary skills awareness for books that are read. AR has been extensively researched and its effectiveness documented in many independent studies. Accelerated Reader offers our students a number of important benefits. The AR program meets the student at his or her own reading level. With this program, each student selects books from his/her Zone of Proximal Development (or ZPD) – (ZPD coined by Lev Vygotsky). A struggling reader chooses books which are at his reading level regardless of his age (ie. An 11 year old student who has a reading age of an 8 year old will choose books appropriate to their reading age, achieve success and move up).</p>		<p>£ 1080 Literacy license fee</p> <p>£ 2842 Subscription*490</p> <p>£ 177 CPD</p> <p>£ 207.20 Star tests</p> <p>£ 400 AR Books</p>
Monitoring and evaluation:		Impact statement:
<ul style="list-style-type: none"> • Retest each Assessment Round to check progress using STAR tests. • Use data from AR Star Tests as evidence of progress at intervals/AR assessment points throughout the year. 		<ul style="list-style-type: none"> • Accelerated reading age progress expected, closer to chronological age.

Title	Maths Accelerated Programme.	
Plan holder	H. Taylor / A Brereton	
Spend	£4658	
Barriers to overcome:		
<ul style="list-style-type: none"> The majority of students who were unable to achieve the KS2 expected level at maths are disadvantaged Mathematical fluency, reasoning and problem solving are not always an expectation within the home 		
Actions and reasons for the approach chosen:		Spend Breakdown:
Actions: - <ul style="list-style-type: none"> To complete a baseline test with CUP students early in Year 7 (STAR maths) Ensure staff prioritize CUP students in AM lessons in terms of checking progress and engagement Retest each Assessment Round (AR) to check progress using STAR tests. Use data from AR Star Tests as evidence of progress at intervals/AR assessment points throughout the year. <p>Rationale: Data from Primary schools reveal weaknesses in numeracy in many CUP students. The Accelerated Maths program is a computerized program which objectively grades numeracy skills. Accelerated Maths provides a comprehensive set of reports that give a detailed picture of every child's understanding of the skills they need to acquire. Because reports can be produced immediately, feedback is available when it is most useful for guiding learning. Children and teachers can see at a glance which questions were answered incorrectly and which objectives children are struggling with. Reports can be generated for individuals, groups or whole classes in order to inform planning and to alert teachers to skills that need further attention. Conversely, this feedback prevents children from continuing to practice skills they have already mastered, stretching them towards new concepts.</p>		£ 1080 License fee £ 3074 subscription*350 £ 177 CPD £ 37 Star maths £ 174 Additional AM licenses £ 116 Anticipated additional licenses required
Monitoring and evaluation:		Impact statement:
<ul style="list-style-type: none"> Retest each Assessment Round to check progress using STAR tests. Use data from AR Star Tests as evidence of progress at intervals/AR assessment points throughout the year. 		<ul style="list-style-type: none"> Accelerated maths age progress expected, closer to chronological age. Raised NRSS scores evidencing ipsative improvement and superior progress over peers nationally.

Title	EAL 1:1 Reading Intervention	
Plan holder	D Danyiova	
Spend	£2350	
Barriers to overcome:		
<ul style="list-style-type: none"> Ability to read fluently 		
Actions and reasons for the approach chosen:		Spend Breakdown:
1 Monitoring progress of PIE, reading ages and progress in subjects to deliver differentiated support where the need is for the CUP students 2 Raise the frequency of home visits to support parents who struggle in many ways to support learning of their child at home. 3 Feedback from all EAL staff to analyze and to adjust strategies used in lessons according to the child's ability 4. Attendance data to analyze and follow with data driven actions to improve attendance. 5 TA professional development - analyzing, evaluating and coaching to raise professional approach of our staff, additional training 6.FRESH START training in progress, 6 hrs per fortnight delivering FRESH Start to support reading development 7.EAL interventions 1-1 – students extracted from lessons where they read together with a member of staff, where the joy and excitement of the content is celebrated alongside the correct oracy. 8.Develop closer links with English department to support them in class and or 1-1 lessons to support English 9.Observations of interventions 10 Invite LR to EAL departmental meeting to give an overview of how we support CUP to see if there are any areas for development		
Monitoring and evaluation:		Impact statement:
1. Data from STAR reading test will show progress of all CUP EAL and data driven actions will follow with analysis of the impact they have on students. 2. Increase confidence, aspiration, expectations and communicate effectively with disadvantaged parents. To gain support from home fully. 3. Adjustment of TA timetables driven by data and feedback to provide differentiated support for all CUP. 4. Attendance interventions/home visits organized 5. Monitoring TA's impact on learning and analyze the results with LM to search for areas of development and additional trainings. 6. Resources needed to start. LM and DT to train. (FRESH START) 7. PIE progress MAE (monitoring, analyzing and evaluating), evidence of progress in writing. 8. To arrange meeting with English department to share and improve the support. 9. Record and analyze data from observations followed by supporting staff across the school. 10. Arrange a meeting with LR, LM, DT		DDA DDA DDA RH,DDA DDA DDA/LM/DT DDA JP LR DDA DDA .

Title	PAIR Reading	
Plan holder	Lauren Derbyshire	
Spend	Approx. £350	
Barriers to overcome:		
<ul style="list-style-type: none"> • Attendance • Reading not valid in the home • Caring for siblings • EAL • Access to reading materials outside of school 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<ul style="list-style-type: none"> a. Reading Mentor Program – Year 9/10 students mentor year 7 and 8 students in order to accelerate their progress in reading b. Letters to parents of both mentors and mentees c. Training of mentors d. Production of RAG grids e. Use of dyslexia texts with low reading age and high reading interest f. Reasons for the approach – proven to work last year and demonstrated accelerated improvement in reading age 		Photocopying £200 Squash Rewards
Monitoring and evaluation:		Impact statement:
<ul style="list-style-type: none"> • Students participation and attendance • Session by session RAG rating by mentors and mentees • STAR test every AR to monitor accelerated improvement in reading age • Groups of students monitored by SEN; EAL; PP; boys • Incentives for attendance/progress 		<ul style="list-style-type: none"> • Improvements in reading age and general fluency, assimilation of new vocabulary and understanding

Title	Literacy Intervention through Early Bird Reading Club	
Plan holder	A Brereton	
Spend	£300	
<p>Barriers to overcome:</p> <ul style="list-style-type: none"> • Attendance • Ability to read fluently <ul style="list-style-type: none"> ○ The majority of students who were unable to achieve the KS2 expected level at reading are disadvantaged ○ Reading regularly is not always an expectation within the home ○ The family's first language is not English ○ Vocabulary is under-developed 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>Actions: -</p> <ol style="list-style-type: none"> 1. To complete a baseline test with CUP students early in Year 7 (STAR reading). 2. To send letters home inviting the CUP students to EBR sessions with A. Brereton, and following non-replies with telephone calls home. 3. Provide breakfast for CUP students to encourage attendance and boost cognitive processing, social bonding and confidence. 4. Check progress of students every half-term using Accelerated reading (Quiz results, book choice). <p>Small group and targeted intervention has a positive impact on students' reading age. The Higher Education Academy suggests that there are several philosophical and theoretical reasons as to the benefits of small-group teaching, particularly the Russian psychologist Lev Vygotsky (1962; 1978), who has markedly influenced more recent thinking about why small group teaching is 'good' pedagogically: 'Vygotsky's vision of pedagogy is based on the idea of learning is an interactive, social process, within which the teacher facilitates the transition of the learner into 'zones of proximal development' in order to cultivate new knowledge. That is, the role of the educator is to facilitate rather than to dictate the nature of what is being learned, meaning that students have an active role in this process. The teacher provides the 'scaffolding' around which students are able to construct their own learning, building on prior knowledge.' This is backed up by Sheffield University's analysis of small group teaching, which suggests that this mode of teaching boosts self-esteem and confidence amongst learners: 'the small group teaching environment provides you with the opportunity to receive and give immediate feedback. It allows more hands-on tasks to support the academic learning experience, and gives you the chance to motivate and build student confidence. Students benefit from the small group environment by a much-valued contact with you on a more individual scale within the broader context of the academic community.'</p> <p>EBR is a breakfast club which provides CUP students with a positive, literacy based start to the day. Small group reading alongside a breakfast encourages discussion of the texts in a relaxed and supportive environment.</p>		<p>Annual breakfast provisions £ 300</p>
Monitoring and evaluation:		Impact statement:
<ul style="list-style-type: none"> • Retest each Assessment Round to check progress using STAR tests. • Use data from AR Star Tests as evidence of progress at intervals/AR assessment points throughout the year. 	<ul style="list-style-type: none"> • Accelerated reading age progress expected >11mths, and closer to chronological age. 	

Title	Y8 CUP SRA Reading Programme	
Plan holder	D Corbishley	
Spend	£1000	
Barriers to overcome:		
<ul style="list-style-type: none"> • Ability to read fluently • Ability to apply mathematical skills 		
Actions and reasons for the approach chosen:		Spend Breakdown:
<p>SRA reading programme – A one hour intervention run daily in small groups (5) delivered in the LSC. This is aimed at improving their range of vocabulary, and increasing confidence with verbal and written communication. Support for the Year 8 CUP premium students in continuing improving their reading ability, understanding and building skills required for improved reading which in turn impact on progress in subject lessons. The groups are run with a small number to ensure that students are fully engaged and staff are able to monitor that the boys are taking part and engaging and progressing as well as the girls during sessions.. The stories are interesting to both boys and girls with workbooks that they complete using a wide variety of skills as the stories develop. The programme is designed in short sections keeping students interested.</p> <p>Actions: Provide continued support, carrying on from Year 7</p> <ul style="list-style-type: none"> • Identified by Star reading NRSS results. • Delivering the SRA programme on a daily basis providing a consistent support in their reading • Improvement in ability to read text for transferable skills used all lessons. • Improved comprehension, inference, predictive and recall skills practiced regularly in the programme. • Use of repetition of sounds until secure. 		
Monitoring and evaluation:		Impact statement:
<ul style="list-style-type: none"> • DCO to monitor improved reading ages, completion of Mastery skills during the programme, assessing progress and re visiting lessons if needed. • Assess students becoming independent able readers by having increased self-esteem, confidence and reducing their anxiety around reading. 		