



**Ormiston Meridian Academy**

**Year 7 Catch Up Premium  
Plan**

**2017/2018**

V3

# Year 7 Catch up Premium

## 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 2017-18, schools will receive the same overall amount of Year 7 catch-up premium funding they received in 2016-17 but adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2017 census. The anticipated funding is 317,654

### Overview for Ormiston Meridian Academy

Total number of students on roll in Year 7 (2017-18)	162
Total number of Catch-up Premium Students (number of these who are also entitled to Pupil Premium Funding)	23
Number of students who did not make the expected standard in Reading at the end of KS2	20
Number of students who did not make the expected standard in Maths at the end of KS2	15
Number of students who did not make the expected standard in Reading and Maths at the end of KS2	12
<b>Total amount of funding anticipated for Catch-Up Premium Grant 2017-18</b>	<b>£17,654</b>
<b>Amount of funding available to support each student</b>	<b>£767</b>

## Spend Plan 2017-2018 At a glance

	Programme	Cost	Person Responsible
<b>Specific reading and numeracy programmes</b>	STAR Maths	£994	DB/ HT
	Accelerated maths	£3,185	DB/ HT
	STAR reading	£897	TH
	STAR early literacy	£130	TH
	Accelerated reader	£3,342	TH
<b>Additional Teaching with teachers</b>	Additional Catch Up English Lessons	£6000	JN
<b>Reading intervention with Teaching Assistants</b>	Early Bird Reading	£739	AB
	SRA Reading	£ 1000	DT/ DC
	Spelling Intervention	£ 500	
	1:1 Reading EAL students only	£ 2350	DD
	Year 7 PP Catch Up Reading Group	£ 2336	TH
	Year 7 Catch Up Pair Assisted Reading Programme	£2000	TH

<b>Maths intervention with teaching assistants</b>	Maths Intervention in LSC 6 Week Programme	£ 2000	DB/HT
<b>Facilities and resources</b>	Printer Ink	£123	AB
	Paper	£122	AB
	Miscellaneous Stationery	£225	AB
	Earphones	£50	AB
	Library Facilities at £12.50 ph x 10.5 Hours per week	£5,000	TH/AB
	Total	£28096	

Description of Intervention: Literacy Intervention through Early Bird Reading Club

**Rationale:** 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.'

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.

**Actions:** -

- To complete a baseline test with CU students early in Year Seven (STAR reading)
- To invite the CUP students to EBR sessions with A. Brereton
- Provide breakfast for CUP students
- Provide small group sessions which check progress of Accelerated reading (Quiz results, book choice)
- Retest each Assessment Round to check progress using STAR test.
- Use data from AR Star Tests as evidence of progress to at intervals/AR assessment points throughout the year.
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**Success Criteria:**

- Improved Reading Ages rapidly moving towards their chronological age
- Between 6-12 months progress between each AR round

**Time Duration:**

- Minimum one morning session a week for EBR

**Staff Responsible:**

- T. Hope
- A. Brereton

<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>- A. Brereton to monitor progress and attitudes at each EBR session and intervene where there are issues.</li> <li>- T. Hope and A. Brereton to check results after each STAR test to intervene where progress is insufficient..</li> <li>- Report findings termly to Director of Faculty/Vice Principal. Meet with SEND/EAL when necessary to discuss results.</li> <li>- Discuss further strategies with DoF and VP where alternatives are required.</li> <li>- Retest at end of academic year using same KS2 benchmark/baseline text</li> </ul>	<p><b>Cost (?)</b></p> <ul style="list-style-type: none"> <li>- A. Brereton</li> <li>- Breakfast items</li> </ul>
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<p><b>Description of Intervention:</b> Literacy Intervention through Reading mentors</p>
<p><b>Rationale:</b> 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.' Non-teaching staff to be assigned a CUP student with whom they will meet once per week in order to discuss their AR reading book, check understanding of text and to engage in supportive checking of understanding. T</p>
<p><b>Actions:</b> -</p> <ul style="list-style-type: none"> <li>- To complete a baseline test with CU students early in Year Seven (STAR reading)</li> <li>- To identify 8 weakest readers</li> <li>- Assign each CUP student a reading mentor who will work 1-2-1 to encourage students' reading and to check understanding of and engagement with the text they have chosen.</li> <li>- Retest each Assessment Round to check progress using STAR test.</li> <li>- Use data from AR Star Tests as evidence of progress to at intervals/AR assessment points throughout the year.</li> <li>-</li> </ul>

<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Improved Reading Ages rapidly moving towards their chronological age</li> <li>Between 6-12 months progress between each AR round</li> </ul>	
<p><b>Time Duration:</b></p> <ul style="list-style-type: none"> <li>Minimum one 20 minute session per week with Reading Mentor</li> </ul>	<p><b>Staff Responsible:</b></p> <ul style="list-style-type: none"> <li>T. Hope</li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>T. Hope and A. Brereton to check results after each STAR test to intervene where progress is insufficient..</li> <li>Report findings termly to Director of Faculty/Vice Principal. Meet with SEND/EAL when necessary to discuss results.</li> <li>Discuss further strategies with DoF and VP where alternatives are required.</li> <li>Retest at end of academic year using same KS2 benchmark/baseline text</li> </ul>	<p><b>Cost (?)</b></p> <ul style="list-style-type: none"> <li>T. Hope</li> <li>20 minutes of admin staff time</li> </ul>

Description of Intervention: Literacy Intervention through Paired Assisted Reading (student mentors).

**Rationale:** 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.' A student mentored reading programme has been initiated which sees high ability years 9 and 10 students work with Catch Up Premium year 7 students to develop comprehension skills alongside reading fluency. Student mentors are trained to question their mentees as they read in order to ascertain levels of understanding of the text. This builds confidence in reading while ensuring that an ability to decode fluently is not mistaken for deeper understanding.

**Actions:** -

- Training for year 9 and 10 mentors
- To complete a baseline test with CU students early in Year Seven (STAR reading)
- Assign each CUP student a reading mentor who will work 1-2-1 to encourage students' reading and to check understanding of and engagement with the text they have chosen.
- Retest each Assessment Round to check progress using STAR test.
- Use data from AR Star Tests as evidence of progress to at intervals/AR assessment points throughout the year.
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**Success Criteria:**

- Improved Reading Ages rapidly moving towards their chronological age
- Between 6-12 months progress between each AR round

**Time Duration:**

- 30 minutes per week

**Staff Responsible:**

- T. Hope



<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"><li>- T. Hope and A. Brereton to check results after each STAR test to intervene where progress is insufficient..</li><li>- Report findings termly to Director of Faculty/Vice Principal. Meet with SEND/EAL when necessary to discuss results.</li><li>- Discuss further strategies with DoF and VP where alternatives are required.</li><li>- Retest at end of academic year using same KS2 benchmark/baseline text</li></ul>	<p><b>Cost (?)</b></p> <ul style="list-style-type: none"><li>- Training time</li><li>- Breakfast items</li></ul>
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**Description of Intervention: Accelerated Maths Programme.**

**Rationale:** Data from Primary schools reveal weaknesses in numeracy in many PP 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 practise skills they have already mastered, stretching them towards new concepts.

**Actions: -**

- To complete a baseline test with PP students early in Year Seven (STAR maths)
- Ensure staff prioritize PP students in AR lessons in terms of checking progress and engagement
- Retest each Assessment Round to check progress using STAR test.
- Use data from AR Star Tests as evidence of progress to at intervals/AR assessment points throughout the year.

**Success Criteria:**

- Improved Numeracy Ages of between 6 months to 12 months after a termly cycle.

**Time Duration:**

- Assessment of improvements to be made 4 times per year in Assessment Rounds.

**Staff Responsible:**

- H. Taylor
- A. Brereton

**Monitoring and Evaluation:**

- H. Taylor and A. Brereton to check results after each STAR test to intervene where progress is insufficient..
- Report findings termly to Director of Faculty/Vice Principal. Meet with SEND/EAL where necessary.
- Discuss further strategies with DoF and VP where alternatives are required.
- Retest at end of academic year using same KS2 benchmark/baseline text

**Cost (?)**

- Accelerated Maths licenses

**Description of Intervention:** Catch-Up Premium Intervention Sessions- An extra one hour lesson per fortnight to increase progress in reading age and fluency/confidence. This will supplement additional Early Bird reading and the use of Accelerated Reading. The aim is to develop employment of reading strategies, vocabulary and reading speed and to reduce anxiety and increase confidence in reading to enable students to access the full curriculum independently.

**Rationale:** 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.' Therefore, training has been provided to ensure that the staff can maximise these approaches effectively during the programme.

**Actions:** -

- To complete a baseline test with CU students early in Year Seven (using a KS2 Optional Test paper)
- Group the 14 CU students appropriately to work in small groups within the extra hour allocated for English
- Provide differentiated resources for each group, focusing on word and sentence level comprehension for selection and retrieval; inference; prediction and analysis skills
- Use a progress matrix for group to progress and encourage competitive atmosphere
- Arrange enrichment trip to demonstrate purpose of 'real life' reading skills (Peak Wildlife Park) and to foster positive relationships with students early on in the year (also to benefit writing task in RS curriculum later in the academic year)
- Retest using same KS2 paper at the end of the year to show progress.
- Use data from AR Star Tests as evidence of progress too at intervals/AR assessment points throughout the year.

**Success Criteria:**

- Improved Reading Ages of between 6 months to 12 months after a termly cycle.

**Time Duration:**

- One hour per week throughout the academic year.

**Staff Responsible:**

- R. Johnson
- J. Peacock
- T. Hope/D.Danioyva (liaison)
- Class teacher/s
- TAs
- SENDCo

**Monitoring and Evaluation:**

- R. Johnson to receive fortnightly updates from teacher/s on progress matrix showing evidence of different skills demonstrated by specific students.
- R. Johnson to ask for updates from EAL where relevant, in order to revamp small groups when appropriate.
- Report findings termly to Director of Faculty/Vice Principal. Meet with T. Hope to discuss findings of AR Star Test results.
- Discuss further strategies with DoF and VP where alternatives are required.
- Retest at end of academic year using same KS2 benchmark/baseline text

**Cost (£500 available for resources)**

- £150 approx. for Peak Wildlife Park tickets (x14 students plus minibus fuel)
- £250 literacy box for starter and individual/self-assessed comprehension task cards
- £49.50 x2 Comprehension books (Prim-Ed Year 3 and 4)
- (Other funding £2000 to cover proportion of TA salary for small group work)
- £50 for rewards/spelling dictionaries/photocopying of resources

<p><b>Description of Intervention:</b>  EAL Pupil Premium students in Year 7 are involved in catch up group reading sessions. These guided reading sessions allow our students to improve their literacy. Currently 15 students in year 7 have reading age below their chronological age. Our Pupil Premium strategy aims to increase their reading age via intensive reading sessions which focus not only on reading but analyses any additional needs these students may have, whilst supporting the development of new language and skills. In some cases we must also support the literacy via first language.</p>	
<p><b>Rationale:</b> To use strategies to support, motivate and reward Pupil Premium students in Y11 who make progress and echo the ethos of 'hard work, effort, practice and resilience' promulgated by the Academy</p> <p>To 'diminish the difference' between P Premium and other students across the College</p>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Reading ages of all EAL PP students in year 7 are collected and analysed.</li> <li>• Identify students required to participate in reading program</li> <li>• Staff will be notified of reading times.</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Accelerated reading ages of EAL students</li> </ul>	
<p><b>Time Duration:</b></p> <ul style="list-style-type: none"> <li>• DN to evaluate the impact all of these strategies in all AR performance and PIE results.</li> </ul>	<p><b>Staff Responsible:</b></p> <ul style="list-style-type: none"> <li>• DN</li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <p>Every session is recorded by TA to support tracking. Overview of how frequent is the reading is created and used for further analysis.</p> <p>AR4 results this year are evidence that this year 92% of the targeted students have made progress through reading. The 8% who have not made progress are now to receive intensive DDI, as we strive to improve their literacy.</p>	<p><b>Cost:</b></p> <ul style="list-style-type: none"> <li>• £2000</li> </ul>

<p>Description of Intervention: SRA Reading</p> <p><b>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.</b></p>	
<p>Rationale: <b>Support for the Year 8 pupil 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.</b>  <b>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</b></p>	
<p>Actions: <b>Provide continued support, carrying on from Year 7,</b></p> <ul style="list-style-type: none"> <li>• Identified by Star reading NRSS results.</li> <li>• Delivering the SRA programme on a daily basis providing a consistent support in their reading.</li> <li>• Improvement in ability to read text for transferable skills used all lessons.</li> <li>• Improved comprehension, inference, predictive and recall skills practiced regularly in the programme.</li> <li>• Use of repetition of sounds until secure.</li> </ul>	
<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• Improved reading ages, completion of Mastery skills during the programme, assessing progress and re visiting lessons if needed. Students become independent able readers by having increased self-esteem, confidence and reducing their anxiety around reading.</li> </ul>	
<p>Time Duration:</p> <ul style="list-style-type: none"> <li>• 5 lessons a week, full programme contains 65 lessons, 2 mastery tests. Approximately 14 weeks if full programme delivered.</li> </ul>	<p>Staff Responsible:</p> <p>D Corbishley D Tomkinson</p>
<p>Monitoring and Evaluation: <b>Increased reading ages.</b></p> <ul style="list-style-type: none"> <li>• Monitoring progress using the Mastery skills and STAR reading results for impact individual students.</li> <li>• Identified for the intervention by using the NRSS results from Star reading aimed at student with scores of 90 and below. If student reaches 100 score this will be reviewed.</li> </ul>	<p>Cost:</p> <ul style="list-style-type: none"> <li>• Photocopied of resources</li> </ul>

<p><b>Description of Intervention:</b>  Morphographs spelling Intervention. One hour intervention to be run in the LSC with small groups of 5-6 students from Year 8. This is aimed to improve their ability to spell correctly.</p>	
<p><b>Rationale :</b> Aimed at students who have basic sound, symbol relationships but misspell words ranging in difficulty. These are run with a small group of mixed gender, ensuring they are fully engaged and that boys are progressing and engaged as well as the girls in the group.</p>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• To provide support for year 8 students identified by their subject teachers for their level of ability to spell correctly.</li> <li>• Tested WRAT 4 pre and post programme.scores below SS=85 at start.</li> <li>• Criterion test from Morphographs programme.per and post programme.</li> <li>• Mastery tests after each 10 lessons.</li> <li>• Use of repetition for meanings of suffixes and prefixes to enable student to build words from their knowledge.</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Improved spelling skills, completion of mastery skills during programme, on going assessments of each student.</li> <li>• Re-iterate learning if not progressing.</li> <li>• Skills of using Prefixes, suffixes and basic which also ties in with the wonder word used by whole school.</li> </ul>	
<p><b>Time Duration:</b>  Runs for 10 weeks followed by retests. 3 sessions per week.</p>	<p><b>Staff Responsible:</b></p> <ul style="list-style-type: none"> <li>• D Corbishley</li> <li>• D Tomkinson.</li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Wrat 4 pre and post tests SS =85 or below removed when re tested if SS-93 or above.</li> <li>• Use of Criterion test from Programme to assess suitability.</li> <li>• Mastery test after each 10 lessons.</li> <li>• If no improvement SENCO to look at other spelling intervention.</li> </ul>	<p><b>Cost:</b></p> <ul style="list-style-type: none"> <li>• Photocopying of the resources'</li> </ul>