



2019 - 2020 English & Maths Catch up Premium

Laurus Cheadle Hulme

English and Maths Catch Up Premium:

The literacy and numeracy catch-up premium provides schools with an additional £500 for each year 7 pupil who did not achieve at least <100 in reading and/or maths at the end of key stage 2. In January 2013, David Laws, the Minister of State for Schools, wrote to headteachers of year 7 pupils about the year 7 catch-up premium and how this money should be used. Schools are asked to assess the needs of the individual pupils in their institution and decide the best way to use the funding.

However, as a new school, legislation states that Laurus Cheadle Hulme will receive a fixed grant. This grant is based upon the percentage of students within our local authority who are below a KS2 score of 100 in maths or English¹. This legislation also states that schools are required to select programmes and approaches, which either have been proved effective, or are showing early promise.

Laurus Cheadle Hulme received approx. £15,174 via the catch-up premium.

Therefore, Laurus Cheadle Hulme will use this grant to support catch-up in the following ways:

- Individual tuition, including phonics based interventions, in addition to classroom teaching.
- Intensive small-group tuition.
- Purchasing external services and materials to add to those provided by the school, for example tutor services or proven computer-based learning or online support.
- Financial support to ensure that all students can access the programme of enrichment and cultural experiences

<https://www.gov.uk/government/publications/year-7-catch-up-premium-2017-to-2018/year-7-catch-up-2017-to-2018-conditions-of-grant>

English Interventions and impacts During the 2019/20 academic year the following interventions may be put in place:

- KS2 Reading level deemed to be significantly below cohort average – small Guided Reading group sessions during tutor time.
- Reading Log and Accelerated Reader results suggest too little time is spent on private reading – mentoring by the Librarian + other staff and enrolment on the AR monitoring programme
- Accelerated Reader: KS2 significantly below (<100) – withdrawal for intensive support with specialist Learning Support Service staff.
- Grammar, Punctuation and Spelling booster sessions for targeted pupils during lunch times.
- Targeted in-class intervention by Learning Support Assistants to plug gaps in knowledge.
- Preparation and practice text books issued to pupils with regular consolidation opportunities, as directed by class teachers.
- Personalised intervention homework set using <https://www.spellzone.com/index.cfm> (licence required) following monitoring of written work completed in class
- Tutor time literacy sessions once a week, with specialist resources aimed at improving pupils' basic literacy levels.
- Supported funding for pupil premium students to attend literacy trips and visits; Imperial War Museum and London residential.

2018/19 Impacts

- Spellzone is monitored closely by all English staff to ensure maximum participation and intervention and support is provided to those who need it. Final testing of all students is indicating a considerable rate of progress in all students in their Spelling Age with students who began the year with a Spelling Age below their chronological age making an average gain of 18 months in just 6 months of being on the programme.
- The progress of the students involved in Toe by Toe has been an average gain of 18.2 months in Reading age in just 8 months of tuition. Students involved in the Fresh Start programme has been an average gain of 11.9 months progress in reading in just 5 months. Pupil Premium students all began the program with an average spelling and reading age 2 or more years below their chronological age when tested in September 2018, also displaying significant phonic difficulties.

Alongside this intervention, the school librarian has been closely monitoring engagement with Accelerated Reader to ensure all students have read and completed a quiz on appropriately pitched AR books (a minimum of 3 per half term). The literacy specialist has liaised closely with the librarian to monitor this engagement and a report system has been devised for those students failing to meet the minimum expectation of books read and quizzed. English value added progress scores for 2018/19 are all above national average. Students with previous lower prior attainment levels have made significant progress at LCH, recorded in the top 3% of the national average.

Maths Interventions and impacts

During the 2019/20 academic year the following interventions may be put in place:

- KS2 students achieving a low KS2 score (<100) to receive normal maths tuition in small group taught by a maths specialist; practical apparatus to be purchased for these groups.
- Provide extra maths support during elective time and lunchtime clubs
- Intervention homework set using <https://www.mymaths.co.uk/> and also <https://vle.mathswatch.co.uk/vle/> (licence required for both) following from assessments and consolidating work completed in class.
- Preparation and practice text books issued for new Year 7 cohort with regular consolidation opportunities, as directed by class teachers.

2018/19 Impacts

MyMaths and Mathswatch closely monitored by class teacher and bespoke programmes have been tailored to meet the students' needs. Discussions with the Trust Director of Mathematics to fund an additional programme, similar to the Accelerated Reading programme would ensure that bespoke interventions can be tracked.

Maths Clinic has grown from strength to strength over the year. Students identified at the end of each data collection, have been invited to attend the lunchtime club to work collaboratively together on areas of challenge. Maths Ambassadors have been in

attendance to support fellow students improve and changing working habits.

LSA member of staff focused towards maths support: 1:1 tuition, form support, early help.

Funding also has allowed for premium students to attend the extremely popular trip to Bletchley Park. This trip enabled students to combine their understanding of coding with the history of the World wars; adding to their cultural capital and fulfilling academic inspiration .

Premium students were given a copy of the Practice and Preparation text book along with a geometry and calculator set. This has allowed for all students to access regular practise and regular consolidation as directed by class teachers.

Support member of staff worked individually with 4 premium students to support with completing additional consolidation tasks. This lead to a decrease in the number of no P&P recorded for these students.