Catch up strategy / self- evaluation (secondary)

1. Summary information				
School	SUTTON COMMUNITY ACADEMY			
Academic Year	2019/20	**Total Catchup budget**	£23,000(Est)	
Total number of pupils in Year 7	162	**Number of pupils eligible for catch up in Year 7**	61	

2.	3. Progress made 2018/19

Students who achieve below 100 in their KS2 SATs are given inflated targets and pathways in order to 'catch them up' Therefore any student who is on or above target at the end of year 7 is deemed to be closing the gap from their starting point at the end of Year 6.
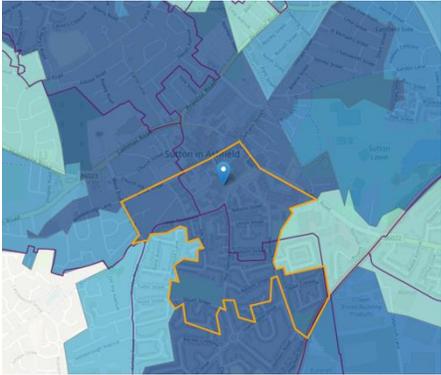
English

	Above Pathway	On Pathway	Below Pathway
Year 7 Catch up students	10%	69%	21%
Year 7 All other students	1%	54%	45%

79% of catch up students in English have achieved or exceeded their pathway target. Due to their inflated targets this shows that these students are closing the gap on the other students in the year group.
More students in the 'catch up' group have achieved or exceeded their pathway target compared to other students in Year 7

Maths

	Above Pathway	On Pathway	Below Pathway
Year 7 Catch up students	18%	65%	17%
Year 7 All other students	2%	75%	23%

83% of catch up students in Maths have achieved or exceeded their pathway target. Due to their inflated targets this shows that these students are closing the gap on the other students in the year group.
More students in the 'catch up' group have achieved or exceeded their pathway target compared to other students in Year 7

4.		5. Barriers to future attainment (for pupils eligible for Catch up)
	Academic barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.		Low levels of literacy
B.		Low levels of numeracy
C.		Lack of aspiration amongst some students in this group
D.		Behaviour for learning amongst these students is poorer compared to the rest of the cohort
E.		Levels of independence and resilience are poorer compared to the rest of the cohort
	Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
F.		Poor attendance (Year 7 catch up students 18/19 attendance 92.38%. All Year 7 18/19 attendance 95.6%)
G.		High deprivation index.

In 2019 the area in which that school is (map to the left), was ranked 3121 out of 32,844 areas in England; where 1 is the most deprived area. This is amongst the 10% most deprived areas in England.

The chart to the right shows the percentage distribution in the local Ashfield area between 2019 and 2015. The area has in effect become more deprived when compared to the rest of the country over this period.
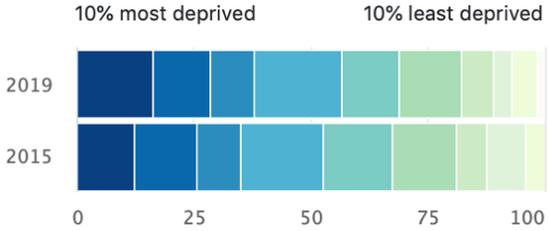
In one particular area near to the school the deprivation index is 438 out of 32,844 areas in England. This is amongst the 1% most deprived areas in England. Many of our students live in this area. This area also has in it one of our feeder primary schools.

6. Intended outcomes *(specific outcomes and how they will be measured)*		Success criteria
A.	The attainment gap in English is consistently and rapidly closed during KS3 studies		Students achieve in line with the Y7 cohort.
B.	The attainment gap in Maths is consistently and rapidly closed during KS3 studies		Students achieve in line with the Y7 cohort.
C.	Raise aspirations of students. All students have access to experiences that enhance their aspirations and have access to high quality careers information advice and guidance		Catch up students engage with Grofar All students receive Interviews with Jane Drury
D.	Students have a positive experience. Ensure all students have access to good quality pastoral care services, particularly those students with the highest need and most complex home life		Student voice, climate for learning as evidenced through QA.
E.	Students become more independent and resilient		Engagement in off timetable days Evidenced through QA Use of OWN IT
F.	Improve attendance.		The gap narrows between catch up and non-catch up students
G.	Ensure that all students regardless of the socioeconomic demographic, benefit from a healthy balanced lifestyle. Ensure all pupils are able to take part in first-hand life experiences, otherwise not available to them. Ensure families feel included and supported by the school and are in turn able to support their child's learning experience.		Student voice and engagement in enrichment activities

7. Planned expenditure

Academic year	2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1. Ensure all students have access to quality first teaching for all. Cost: £2000	ALL AREAS	Numerous sources suggest that Quality First Teaching is the best way to get good outcomes for all students, including those in receipt of the Pupil Premium or catch up funding. If we get teaching and learning right in every classroom throughout the school, outcomes for all students will follow. *"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching."* [1] [1] EEF PP Guidance 2019	QA Processes, including: Learning walks Lesson observations Book looks Looking for: Non-negotiables, Work in books, Progress made in lessons.	NEE SLE PBE HODs	Ongoing review as part of academy QA processes of teaching and learning.
1. Additional curriculum time given to students in both Maths and English Cost £4002.96	A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies	Students need to catch up work missed and keep up with new work so additional time is needed	Review of data following each assessment.	NEE	Each half term

2. Primary school teacher appointed to lead on catch up and primary transition Cost £500	**A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies**	Someone with greater knowledge of the primary curriculum and what is needed to bridge the KS2/3 gap. Employed to have greater impact with catch up students	Review of data following each assessment.	APN LSY SOr	Each half term
3. In both English and Maths the Y7 catch up students are to be taught in a smaller group to enable them to make accelerated progress. Cost- See 1	**A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies** Catch up students will be taught in a smaller group allowing the teacher more opportunities to address misconceptions and offer intervention. All catch up students are exposed to the broad English and Maths curriculum at the appropriate level. Accelerated progress for these groups of students.	Having smaller groups in both subjects will enable students to make accelerated progress as there will be crossover of the skills needing to be addressed with all students.	Review of data following each assessment. Observations, drop ins and work scrutiny as part of QA. Through following the relevant SoW.	APN. LSY.	October half term. Ongoing.
4. Nurture teacher in the English Department to have responsibility for teaching the nurture and catch up. Cost – See 1	**A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies** Accelerated progress for these groups of students.	Have a member of staff who is skilled at adapting the curriculum and resources to accelerate progress for these groups of students.	Observations, drop ins and work scrutiny as part of QA. Member of staff to be mentored by English LP.	APN. MCR.	Ongoing.

5. English and Maths use of PIxl Microwave for catch up students to be used in place of some internal departmental assessments. Cost £610	**A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies** Data provided will allow for more detailed planning to take place to address the skills that students find difficult. QLA of the SATS papers of the catch up students. Accelerated progress for these groups of students.	Greater use of PiXL for 2019 – 2020. Following guidance from other schools who have used this and training from Pixl. The lead teacher (and numeracy teacher) have a personalised understanding of the areas needed to be developed for individual students.	Analysis of data. Academy targets met.	APN. ABK. LSY.	After Pixl Micro-wave assessment points. October 2019.
6. English students to follow adapted version of the main curriculum for Y7. Cost - £200	**A. The attainment gap in English is consistently and rapidly closed during KS3 studies** Skills required will be embedded to allow students to access a range of topics. Accelerated progress for these groups of students.	Catch up group will follow the same curriculum pattern as the rest of Y7 but this will be adapted as required by the class teacher to ensure that students have the skills to access other areas of the curriculum.	Regular meetings with class teacher. Input from LP Observations, drop ins and work scrutiny as part of QA. Analysis of data.	APN. MCR.	Ongoing.
7. English catch up students to have two literacy lessons per week. Cost – See 1	**A. The attainment gap in English is consistently and rapidly closed during KS3 studies** Extra hours will focus on literacy to allow progress in reading and writing skills to be accelerated.	Students will follow a bespoke curriculum based on individual need. Lessons to be taught by a previous Y6 teacher with experience of the primary curriculum. *"Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life." [2]* [2] EEF KS3/4 Literacy Guidance	Department time devoted to planning and sharing of key strategies and resources Observations, drop ins and work scrutiny as part of QA. Analysis of data.	APN. SOR.	Ongoing.

8. Research into PiXL Huddle materials for English and Maths Catch Up. Cost – See 5	**A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies** To apply good practice from PiXL.	To maximise existing approaches and resources.	By use of time in meetings to discuss. Observations, drop ins and work scrutiny as part of QA. Analysis of data.	PBE. APN. LSY.	December 2019.
9. English relaunch of the AR programme. Cost - £523.39	**A. The attainment gap in English is consistently and rapidly closed during KS3 studies** The catch up group have one lesson a week of accelerated reader followed by quizzes on the books read. Students given the support needed to select the relevant book. Improvement in reading ages is accelerated.	Focus will be on reading for enjoyment. Form tutors and literacy teachers will also have access to AR data to allow for more detailed tracking. *Recommendation 7 - Provide high quality literacy interventions for struggling students - "Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7." [2]* *[2] EEF KS3/4 Literacy Guidance*	One lesson a week for AR. Tutor time for tracking of scores. Time devoted for Star reading test.	CPK. APN	Ongoing.
10. English & Maths will increase collaboration with local Primary Schools. Cost – See 2	**A. The attainment gap in English is consistently and rapidly closed during KS3 studies** We have a member of the department who has responsibility for increased collaboration with Primary Schools and the transition process. Accelerated progress for these groups of students.	Information gained during this process will be disseminated and shared with departmental staff to ensure that Y7 are being challenged and that skills from Primary are being developed.	Time for Primary visits. Time at department meeting to share information. Use of ideas from PiXL "The Wasted Years".	SOR.	Ongoing.

11. English catch up has continued into Year 8 for the academic year 2019-20. In Maths catch up students continuing to have 5 lessons of mathematics each week though Y8 Cost – See 1	**A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies** Nurture teacher in the English Department to have responsibility for teaching the nurture and catch up groups across KS3. Continued support. An identified teacher in Maths to focus on this area. Accelerated progress for these groups of students.	In English Students will also receive additional literacy lessons. Both Y7 and 8 are taught by the same two teachers to allow for greater collaboration and development of expertise. One member of staff is primary trained. The scheme of work and assessments are altered as deemed appropriate. In Maths to continue with the support the students have been receiving to ensure that progress is continued.	Planning time. Timetabling.	SOR. LHS. APN. LSY.	Ongoing.
12. In Maths use of experienced staff. Head of department and LP to teach catch up in Year 7 and 8. Cost - £0	**B. The attainment gap in Maths is consistently and rapidly closed during KS3 studies** Resources and tasks appropriate for the learning objective and the student's needs.	The teacher will be better able to adapt to different learning styles and cater for the specific needs of the students	Timetabling.	NEE.	Ongoing.
13. Maths life skills lessons to be introduced Cost - £200	**B. The attainment gap in Maths is consistently and rapidly closed during KS3 studies** To support students 'seeing' the big picture of mathematics while improving numeracy skills.	Some students do not see the relevance of mathematics. *"Emphasise the many connections between mathematical facts, procedures, and concepts"* *[16] EEF Maths Guidance*	Book look, observations, drop ins and student voice as part of QA.	LSY.	Ongoing.

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
14. English and Maths department tracking to be improved Cost - £0	**A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies** To track the progress of catch up students with respect to the SoW. Accelerated progress for these groups of students.	To track the progress of the catch up students against the progress of the cohort and intervention put in place as necessary	Completion of results on spreadsheet. QA by LP.	MCR. DES.	Ongoing.
15. Maths praise board for catch up group to be introduced. Cost - £100	**B. The attainment gap in Maths is consistently and rapidly closed during KS3 studies** To foster a feeling of supportiveness and academic rivalry.	Historically, this group of students has been disparate and unwilling to function as a group.	Increase in student engagement. Student voice as part of QA. Homework completion. Low referral rate. Positive climate for learning identified through QA.	LSY.	Ongoing.
16.In English and Maths students to be provided with positive experiences. Cost - £300	**A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies** Students to have a positive experience of the process and education. Accelerated progress for these groups of students.	To improve students' perception of the catch up groups	Student voice through QA.	APN. LSY. PBE.	Half termly.
			Total budgeted cost		£8436.35

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
17. Lunch time Maths anxiety club to be introduced. Cost - £100	**B. The attainment gap in Maths is consistently and rapidly closed during KS3 studies**	Research has shown that if students are exposed to mathematics in a non-threatening way they are more likely to take risks in lessons.	LSY and SLT to visit the lunchtime club.	LSY. JSS.	December 2019.

	To boost confidence and reduce anxiety. Accelerated progress for these groups of students.				
18. In Maths small group of students to be targeted for individual support with a 6th Form student. Cost – £100	**B. The attainment gap in Maths is consistently and rapidly closed during KS3 studies** To target specific areas identified by the QLA of the SATs papers. Accelerated progress for these groups of students.	To make sure that all students receive the support required.	LSY to plan, resource and oversee this work.	LSY.	Ongoing.
19. In English, a trial to be conducted into use of 6th Form students as mentors for catch up students. Cost - £100	**A. The attainment gap in English is consistently and rapidly closed during KS3 studies** To target specific areas of underachievement. Accelerated progress for these groups of students.	To make sure that all students receive the support required.	ABK to coordinate.	ABK.	Ongoing.

20. Targeted reading for Catch up students Cost - £8366.50	**A. The attainment gap in English is consistently and rapidly closed during KS3 studies**	Research highlights the importance of reading across all subjects and later life. Those PP students (KS3) that require more intervention will get that through one-to-one [7] reading with a member of the support staff team. Strategies can be used to support the student improve their reading [3]. *"Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life." [2]* *[2] EEF KS3/4 Literacy Guidance* *[3] EEF Reading comprehension strategies* *[7] EEF One-to-one tuition*	Use of internal data systems to see impact	CCK NEE CPK	January 2020
21. Appropriate but challenging targets boosted for Catch up students. Cost - £0	**A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies**	In order to help students close the gap targets are boosted	Use of internal data systems to see impact.	CCK NEE	Jan 2020
22. Research to be conducted into bespoke programmes to be targeted at catch up students where appropriate. (Cost - £500)	To target specific areas of underachievement. Accelerated progress for these groups of students.	To make sure that all students receive the support required.	PBE to coordinate. Use of ATT TNGs to share good practice. Book look, observations, drop ins and student voice as part of QA.	PBE	January 2020

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
23. Target PP students for breakfast club. Cost: £0	**G. Ensure that all students regardless of the socioeconomic demographic, benefit from a healthy balanced lifestyle.** **Ensure all pupils are able to take part in first-hand life experiences, otherwise not available to them.** **Ensure families feel included and supported by the school and are in turn able to support their child's learning experience.**	Evidence at primary stage suggests that breakfast clubs can have a positive effect of the attainment of students. *"Schools should consider breakfast clubs as a cost effective way to raise pupil attainment. Schools wishing to achieve a similar impact of 2 months' additional progress should aim to deliver a breakfast club similar to the model tested here: free, universal and before school."* [9] EEF Breakfast Clubs	Review student numbers at breakfast club and proportion of Catch up students accessing it.	PBE	Jan 2020

| | | | | **Total budgeted cost** | £9166.50 |

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
24. Jane Drury to deliver drop down sessions on aspirations for year 7 catch up students. Cost – £2329.50	**C. Raise aspirations of students.** **All students have access to experiences that enhance their aspirations and have access to high quality careers information advice and guidance**	A careers adviser working on site full time is able to give all students bespoke careers guidance. It is noted that may students have low aspirations, through the careers adviser we are able to show what options are available to them. *"Careers education works best when it is personalised and targeted to individuals' needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment."* [15] EEF Careers education	QA from the day	PBe/JDy	Feb 2020
25. Catch up students engage with Grofar All students receive Interviews with Jane Drury Cost – See 24	**C. Raise aspirations of students.** **All students have access to experiences that enhance their aspirations and have access to high quality careers information advice and guidance**		Monitoring of use of Grofar and individual meetings	**PBe/JDy**	Feb 2020
26. Enrichment experiences offered for this	**G.**	Enrichment opportunities are available to all students, in an effort to broaden their opportunities at school, foster other	Spreadsheet kept to monitor participation	**PBE/APn/LSy**	End of each term

group to improve the life experiences they have. Cost – £1095	**Ensure that all students regardless of the socioeconomic demographic, benefit from a healthy balanced lifestyle.** **Ensure all pupils are able to take part in first-hand life experiences, otherwise not available to them.** **Ensure families feel included and supported by the school and are in turn able to support their child's learning experience.**	interests and gain positive experiences at school outside the curriculum. Attendance at these clubs are tracked to enable analysis of groups, with specific thought to Catch up students and the opportunities on offer to them.			
27. LP to work with catch up students on independence and resilience Cost -£1000	**E. Students become more independent and resilient**	Students should become more self-regulating, the OWN IT campaign aims to do this. *"These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning."* *[13] EEF Metacognition and self-regulated learning*	QA of work completed.	PBE ALn MCr DES	End of each term
28. Assistant Principal responsible for teaching and learning to deliver sessions on 'Own It' for catch up students Cost – See 28	**E. Students become more independent and resilient**		QA of work completed.	PBE SLe	End of each term
29. Attendance officers have 'catch up' students as priority cases Cost - £400	**F. Improve attendance. The gap narrows between catch up and non-catch up students**	Attendance is crucial to achieving progress	Attendance data	PBe ABw CMr RCn	Weekly
				Total budgeted cost	£4824.50

8. Review of expenditure

Previous Academic Year	2018-19

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
1. Increased curriculum time for Year 7 in Maths and English	Improve rates of progress for students	See data at the beginning of the document. Strategy successful to continue next year and into Year 8	This will continue
2. Maths use of PiXL microwave.	QLA for all students to enable areas of weaknesses to be addressed.	All three PiXL paper were completed by students. At the end of Year 7 the students only resat paper 1. For Paper 1, eleven students improved on their KS2 raw score, four students achieved the same score and three students scored fewer marks at the end of Year 7.	The 2019-2020 PIXL microwave will use the actual May 2019 SATs scores of the students. The QLA for paper 1 will be used and students will be given specific tasks to address their specific needs. Pixl microwave will also be now used in Englsih
3. English and Maths use of departmental tracking.	Students were tracked alongside the cohort using the KS3 tracking criteria.	Internal tracking after each assessment is broken down by assessment objective to allow the teacher to see instantly areas of strengths and weakness. This has also been shared as part of the planning process moving forward into Y8.	Catch up students are making progress in line with their peers and some are increasing progress.
4. English and Maths setting of Year 7 students to ensure all catch up students were in the same group and additional teaching time	More detailed planning for the needs of those students.	It is more beneficial for students to have the same classroom teacher for their main lessons. Following the KS3 SoW is effective. Additional support required for following of AR programme	This will continue.
5. Closer tracking of catch up students.	To be able to identify strengths and weaknesses of the group.	Analysis of intervention from the class teacher after each data drop to assess how intervention was being implemented at classroom level.	We will continue this approach this year as part of the whole school assessment policy.

6. Regular meetings with LOLA	To discuss approaches to teaching students in this group with complex needs	Partially, the meetings took place and some of the strategies were implemented which enabled to students to be more engaged.	This will continue if necessary.
7. Small group withdrawal	Some students with complex needs were withdrawn to work in the learning support unit for two lessons each week.	The students were exposed to the same curriculum as their peers, but I a small group situation. This meant that the classroom teacher could deepen learning while other students were receiving additional support to access the curriculum.	This strategy was successful in enabling students to access the curriculum and make progress. One was above target for their pathways and two were on target for their pathway. Three were below target for their pathway. However, this strategy meant that students did have access to the mathematics curriculum and reduced the number of referrals.
8. Alternative teaching and learning resources used when preparing students for assessments.	To give students more confidence in classroom based assessments.	Students used specially adapted resources in the run up to assessments to enable them to plan and access the materials for the assessment. These included sentence starters and writing frames and structures to follow. These approached were then added to the assessment to allow them to put it into practice in the assessment and end of year exam.	Providing students with a more structured approach definitely enabled them to access the curriculum and the assessments and is an approach that we will continue this year.
9. Teacher observed key students in other subjects.	To enable teacher to see strategies that work in other settings.	The catch up teacher observed a number of other teachers teach the catch up students to enable him to see which strategies worked. He was also observed regularly with this group and extensive feedback given from his mentor.	We have employed a teacher this year to specifically teach nurture and catch up groups in KS3. This level of support will continue.
10. researched other ways of assessment.	To see what is being done in other schools.	Looked at resources for Pixl Micorwave and reviewed how this could be used with these students.	Pixl Microwave will be used this year.
11. Closer tracking of reading ages through the star reader test.	To see improvements made at key points though the year.	To allow students to see improvements in reading ages and for students to be given appropriate advice about which books to read.	There has been a whole school relaunch of accelerated reader at the start of this academic year.