

Catch-up premium strategy statement

Review of 2018/19

1. Summary information					
School	Prince William School		Date of review		September 2019
Total number of pupils in school	1064	Number of pupils attracting catch-up funding	26	Total catch-up budget for 2018/19	£21,616

2. Summary review of 2018/19 outcomes/progress
<p>The students have made very good progress with literacy and English, due to interventions provided, with students now being, on average 0.14 above their target grade. They have not made as much progress with their reading as we would have liked, due to the accelerated reader programme having to be delivered by several staff instead of one consistent person. This is rectified for 2019/20. They have made much better progress in maths than in the previous year due to increased provision of maths interventions. These will be continued and enhanced where possible.</p>

3. Review of expenditure in 2018/19			
Strategy	Target students	Impacts	Cost
Employing TAs with responsibility for Literacy Support and Maths support.	Small group work and 1:1 intervention for reading, writing, and spelling to enable rapid progression to catch up with peers.	Students' progress in Maths and English improved. On average, identified students are 0.14 above flight path target for English and 0.4 above flight path in Maths.	£14,000
Purchase of Accelerated Reader Programme	Increase enjoyment of reading. Improved reading ages.	Reading ages improved an average of 8 months in 7 months on the programme.	£2,000
Reading tests	Accurate identification of particular areas of weakness to enable focussed intervention	See Reading ages data above	£650
Teacher of 'Nurture' literacy and numeracy.	Intensive support in literacy and numeracy skills to enable students to catch up with their peers.	Reduced number of incidents on failing Ready to Learn check or failing to hand in Homework. % of incidents over the year: 44% in Autumn Term, 38% in Spring Term and 20% in Summer Term.	£7,880
Resources for Nurture group	Students continue to benefit from a group easing transition into mainstream secondary.	See data above. All students re-joined mainstream lessons in year 8	£800
			£25,330

Catch-up Strategy Statement – plans for 2019/20

1. Summary information					
School	Prince William School		Planned date of review	October 2019	
Total number of pupils in school	1114	Number of pupils attracting catch-up funding	30	Estimated budget for 2018/19	£25,000

2. Barriers to future attainment (for pupils eligible for catch-up funding)	
A	Poor prior progress in Literacy/English
B	Poor prior progress in Numeracy/Maths
C	Poor organisation skills
D	Anxiety/confidence issues

3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
Improved progress with literacy/English	Improved reading ages. Improved progress/proportion on flight path for English
Improved progress in numeracy/Maths	Improved progress/proportion on flight path for Maths
Improved organisation and confidence	Reducing number of incidents logged for forgotten equipment/HW etc
Continued improved progress in Y8 and Y9	Progress tracking shows students continue to make progress after Y7

Planned expenditure in 2019/20			
Strategy	Target students	Intended impacts	Cost
Employing TAs with responsibility for Literacy Support and Maths support.	Small group work and 1:1 intervention for reading, writing, and spelling to enable rapid progression to catch up with peers.	Students' progress in English compared with flight paths	£14,040
Provision of TA to deliver all of Accelerated reader programme		Students' reading ages, comprehension scores and spelling scores.	£7,880
Purchase of Accelerated Reader Programme	Increase enjoyment of reading. Rapid improvement of literacy skills.	Students' reading ages, book lending data from library.	£2,000
Teacher of 'Nurture' literacy and numeracy.	Intensive support in literacy and numeracy skills to enable students to catch up with their peers.	English and Maths progress data	£7,880
Reading and spelling tests	Accurate identification of particular areas of weakness to enable focussed intervention	Outcomes of tests and school's response	£650
Resources for Nurture group	Students continue to benefit from a group easing transition into mainstream secondary.	Numbers of students able to return to mainstream lessons full time in Y8.	£800
High quality teaching for all.	Students who are below expected standard.	English and Maths teachers know which students are below expected standard and prioritise them in their teaching and feedback in order to help them to catch up with their peers.	
			£33,250

Tracking of Impact 2019/20					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Improved progress with literacy/English	Employing a TA with responsibility for Literacy Support	Small group work and 1:1 intervention for reading, writing, and spelling to enable rapid progression to catch up with peers.	Tracking data	AVI	Jan '20: 58 students benefit from this scheme, 18 year

	Purchase of Accelerated Reader Programme	Increase enjoyment of reading. Rapid improvement of literacy skills.	Students' reading ages, book lending data from library.	TNI	7s. Average progress for Y7s 4.3 months in 3 months.
	Reading and spelling tests	Accurate identification of particular areas of weakness to enable focussed intervention	Outcomes of tests and school's response	ABU	
Improved progress in numeracy/Maths for all Y7s with score of <95 at KS2	Employing a TA with responsibility for Numeracy Support	Small group work and 1:1 intervention to enable rapid progression to catch up with peers.	Tracking data	ABU	Jan '20: 30% of those <90 at KS2 and 25% of those <95 at KS2 are now on target.
	Devoting a TA to work with students in maths lessons	Consistency of support in Maths lessons	Tracking data		
Improved organisation and confidence	Use of 'Nurture group'	Smaller group with consistent staffing aids transition to secondary school and enables 1 to 1 support with organisation etc.	Monitoring number of records of failing Ready to Learn check or not handing in Homework	ABU	Jan '20: Case studies available showing how well individuals have progressed in terms of confidence and organisation.
	Use of 'The Hub'	Students who are experiencing high anxiety receive specialist support	Tracking students return to 'mainstream'	ZDA	Jan '20: Case studies available.
All students below expected standard are able to catch up with their peers.	Students clearly identified and known to English and Maths teachers	High Quality teaching and feedback for all has long term impact on progress across the curriculum	Progress data of identified group	SWO	100% of those <95 for Reading at KS2 are now on target. (Maths – see above)
Continued progress of students after year 7 interventions	Tracking of progress of students who were previously 'Catch Up' Y8 and Y9	Ensuring strategies have long-term impact, and provide interventions where necessary.	Progress tracking data	SWO	

