



Archdiocese of
Birmingham

St Thomas More

Catholic Academy



Catch Up and Keep Up Premium 2019-2020

STMCA KS3 Literacy and Numeracy Catch Up and Keep Up Programme

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or mathematics at the end of key stage 2 (KS2). The keep up programme in year 8 will ensure these students maintain their progress into year 9 where students will study a mathematics entry level programme (OCR) and step up to English qualification (AQA).

1. Overview																
School	STMCA		2019/2020 Estimated Budget	£XXXXXX												
Academic Year	2019/20		Date for next internal review of this strategy	Each DP Each Term End of each numeracy and literacy programme (out of sync with DPs)												
Total Literacy Catch-up Pupils (SEND)	45 (15)	Total Numeracy Catch-up Pupils (SEND)			53 (18)											
1. Barriers to future attainment																
In-school and external barriers																
	<p>School factors:</p> <p>35% Pupil Premium</p> <p>XXX % EAL</p> <p>XXX % SEND</p> <table border="1"> <thead> <tr> <th>% SEND</th> <th>Y7</th> <th>Y8</th> <th>Y9</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>34</td> <td></td> <td></td> </tr> <tr> <td>Literacy</td> <td>33</td> <td>42</td> <td>28</td> </tr> </tbody> </table> <p>Increasing number of catch up students – especially in literacy.</p>				% SEND	Y7	Y8	Y9	Numeracy	34			Literacy	33	42	28
% SEND	Y7	Y8	Y9													
Numeracy	34															
Literacy	33	42	28													
2. Intent		Implement		Impact												
Maths and Numeracy Catch Up (Y7)	<ul style="list-style-type: none"> Students who were closest to secondary ready (KS2 96-99) will have made levels of progress over the course of the year in line with those secondary ready. Students who are furthest from the secondary ready (KS2 95 or below) make progress over the course of 	<ul style="list-style-type: none"> Students identified in Summer term after KS2 QLA obtained. Each student has a personalised monitoring grid to capture improvement in previously concern skills – completed by HLTA and Y10 mentors. GL assessment mapped against KS2 to find any additional students at risk of not keeping up. 	<ul style="list-style-type: none"> Catch up students make progress towards a grade 1- by the end of the academic year. 100% of catch up students improve their numeracy score on numeracy ninjas. 100% of catch up students improve their catch up score compared to baseline (qualitative measure). 													

	<p>the year and improve their basic mathematics skills and make progress.</p>	<ul style="list-style-type: none"> All staff in the school are aware of catch up students and their concern numeracy skills. HLTA has a shadow timetable for year 7X and 7Y classes to work with catch up 95 and below. SENCo and LSPs work with SEND Catch Up to over learn key concepts. LATs scheme of work adapted to suit the needs of the 96-99 group with additional catch up sessions. Numeracy Ambassadors work with students on numeracy ninjas to drive up numeracy skills during form time. Enrol all students on to timestables rockstars and teaching staff to monitor use. 	<ul style="list-style-type: none"> 100% of catch up students can confidently demonstrate highlighted skills from KS2 breakdown in lesson, home learning and catch up sessions. See monitoring sheets. 100% of students demonstrate improvement in timestable rockstars programme.
<p>Maths and Numeracy Keep Up (Y8)</p>	<ul style="list-style-type: none"> Monitoring for the students who are furthest from the secondary ready (KS2 99 or below) and additional pathway one students to ensure those who have not yet made towards a grade 1- by the EOY7 improve their basic mathematics skills and make good progress by the end of year 8. 	<ul style="list-style-type: none"> Students identified after DP4 Summer Term as those with continued concern or those for monitoring and additional keep up sessions. HLTA to monitor progress at each DP and numeracy programme end to see progress. HLTA has a timetabled slots for year 8X and 8Y classes to work with to work towards a grade one. Shadow morning intervention session follow each HLTA session with Y10 mentors. SENCo, LSPs aware of students to support work with SEND Keep Up to over learn key concepts. LATs scheme of work adapted to suit the needs of the group after catch up cohort. Numeracy Ambassadors work with students on numeracy ninjas to drive up numeracy skills during form time. Enrol all students on to timestables rockstars and teaching staff to monitor use. 	<ul style="list-style-type: none"> 100% of keep up students make progress towards a grade one by the end of year 8. 100% of keep up students improve their numeracy score on numeracy ninjas. 100% of keep up students improve their catch up score compared to baseline (qualitative measure). 100% of students demonstrate improvement in timestables rockstars programme.
<p>Maths and Numeracy Keep Up (Y9)</p>	<ul style="list-style-type: none"> Students previously catch up/keep up cohort in need of additional numeracy and literacy support have additional curriculum time to embed basic numeracy skills. All remaining identified keep up students successfully achieve entry level mathematics certificate by the end of the academic year. 	<ul style="list-style-type: none"> Increased curriculum time from 9 to 10/11 hours a fortnight to incorporate additional keep up strategies. All students access “real life” basic numeracy and maths skills such as time, timetables and money through additional curriculum time. Students identified after DP4 Summer Term from X3/Y3 and X4/Y4 to map aim for entry level certificate in mathematics. All class profiles have seating plans annotated with previous weakness skills and planned entry level. 	<ul style="list-style-type: none"> 100% of Y9 keep up students make progress from DP0. 100% of keep up students achieve a minimum of grade 1+ by end of academic year. 100% of keep up students improve their numeracy score in numeracy ninjas. 100% of keep up students achieve entry level certificate in mathematics.

		<ul style="list-style-type: none"> Enrol all students on to timestables rockstars and teaching staff to monitor use. SEND to work with small group of students to shadow entry level classes for key groups of students. 	
2.	Intent	Implement	Impact
English and Literacy Catch Up (Y7)	<ul style="list-style-type: none"> Students who were closest to secondary ready (KS2 96-99) will have made levels of progress over the course of the year in line with those secondary ready. Students who are furthest from the secondary ready (KS2 95 or below) make progress over the course of the year and improve their basic literacy skills and make progress. 	<ul style="list-style-type: none"> Students identified in Summer term after KS2 QLA obtained. QLA report used to identify specific strengths and weaknesses of catch up students to inform intervention sessions HLTA to create a KS2 style assessment to use to track the progress of catch up students. GL assessment mapped against KS2 to find any additional students at risk of not keeping up. All staff in the school are aware of catch up students and their concern HLTA has a shadow timetable for year 7X and 7Y classes to work with catch up 90 and below. SENCo and LSPs work with SEND Catch Up to over learn key concepts. Bedrock programme used to focus on tier 2 word poverty. Students follow Block 6. Date analysed after each DP to identify students ready to exit the programme 	<ul style="list-style-type: none"> % of catch up students making progress improves in comparison to previous academic year. Catch up students make progress in line with non catch up students. 100% of catch up students improve their literacy score. 100% of catch up students improve their catch up score compared to baseline.
English and Literacy Keep Up (Y8)	<ul style="list-style-type: none"> Students who were closest to secondary ready (KS2 96-99) will have made levels of progress over the course of the year in line with those who were secondary ready. Students who are furthest from the secondary ready (KS2 95 or below) make progress over the course of the year and improve their basic literacy skills and make progress. 	<ul style="list-style-type: none"> Students identified after DP4 Summer Term as those with continued concern or those for monitoring. Keep Up students- identified as students who were part of the Catch up Programme in Year 7 and working at WP, 1, or 1- at DP4. HLTA to monitor progress at each DP HLTA to deliver lessons to 8x4(timetabled) SENCo, LSPs aware of students to support work with SEND Keep Up to over learn key concepts. Y10 mentor Y8 keep up students to support over learning new concepts. Literacy Ambassadors continue to work with students in a club to drive up reading ages Bedrock programme used to focus on tier 2 word poverty. Students follow Block 7. 	<ul style="list-style-type: none"> 100% of keep up students making expected progress (yellow targets). Keep up students make progress in line with non keep up students. 100% of keep up students improve their literacy score.

English and Literacy Keep Up (Y9)	<ul style="list-style-type: none"> Students previously in catch up cohort are tracked throughout KS3 to ensure that they 'keep up'- intervening where necessary HLTA to support in class 	<ul style="list-style-type: none"> Increased curriculum time from 9 to 10/11 hours a fortnight to incorporate additional keep up strategies. NWA to deliver AQA Step up to English Keep up students identified on seating plans/ mark books. EWA to track progress of pupils Swift intervention- class teacher in the first instance Literacy starters- based on key skills, identified in QLA report Students identified after DP4 Summer Term from X3/Y3 and X4/Y4 to aim for Step Up to English 	<ul style="list-style-type: none"> 100% of keep up students making expected progress (yellow targets). Keep up students make progress in line with non keep up students. 100% of keep up students improve their reading ages 100% of keep up students achieve entry level
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3. 2019/2020 Overall Impact															
Maths and Numeracy								English and Literacy							
<i>KS2 Score 95 and below: 30 Students</i>				<i>KS2 Score 96-100: 53 Students</i>				<i>KS2 Score 95 and below: XXX Students</i>				<i>KS2 Score 96-100: 45 Students</i>			
	WT%	1- %	1 or 1+ %		WT%	1- %	1 or 1+ %		WT%	1- %	1 or 1+ %		WT%	1- %	1 or 1+ %
DP1				DP1				DP1				DP1			
DP2				DP2				DP2				DP2			
DP3				DP3				DP3				DP3			
DP4				DP4				DP4				DP4			
% of students improved numeracy score: Average numeracy score improvement:				% of students improved numeracy score: Average numeracy score improvement:				% of students improved reading score: Average reading age improvement:				% of students improved reading score: Average reading age improvement:			
% of students improved catch up score: Average catch up score improvement:				% of students improved catch up score: Average catch up score improvement:				% of students improved catch up score: Average catch up score improvement:				% of students improved catch up score: Average catch up score improvement:			
Additional Information and Data can be attached.															

Catch Up Premium Funding Plan – Maths 2018-2019

Total No of Pupils who did not receive expected levels in maths at the end of key stage 2 (100 scaled score):	62	
Total No of Pupils initially identified for <i>Wave One</i> maths catch up (95 scaled score or below): Total No of Pupils identified for <i>Wave Two</i> maths catch up (scaled score below 100):	18 (10 PP) in X population and 8 (5 PP) in Y population.	
<p>Action/Approach: Funding is received in March following the September intake. Effective use of funding to support catch-up includes:</p> <ul style="list-style-type: none"> • Individual tuition in addition to classroom teaching • Intensive small-group tuition as an intensive programme with maths HLTA • Intensive programme reviewed in response to GL baseline assessment • Second in department to work with inclusion on the 'Rising Stars' intervention programme for appropriate maths resources (see separate Rising Stars plan) • Employment of a new Maths Intervention Teacher to work with PP and catch up students • Academic peer to peer mentoring within new Student Leadership structure between Y7 SEND catch up students and Y10 mentors. 		
Actions	Monitoring and Evaluation	Impact
<i>Wave One</i> - Students identified from KS2 data for additional catch up – those under 95 from KS2.	September 2018 KS2 data informs wave one groups.	All catch up students are highlighted early and all staff aware of the additional support these students may need.
<i>Wave One</i> - Students crossed referenced against GL baseline as well as HLTA catch up baseline to tailor areas for improvement in catch up programme.	September 2018 GL baseline and October 2018 informs wave one programme topics.	All students eligible for catch up identified as well as any additional students who may need support to be secondary ready.
All students under 100 scaled score are monitored through maths bootcamp and ensure they are placed in the 7X4 and 7Y4 teaching groups where scheme of learning builds on being secondary ready and Y7 knowledge.	October 2018 Bootcamp Assessment Data and KS2 breakdown.	All students placed in 7X4 and 7Y4 for KS2 maths scaled score less than 100. <i>There are 11 additional students who are not yet at a secure grade 1 through maths lesson provision also picked up from the GL assessment. Placed in correct teaching group.</i>
Students' progress on catch up topics monitored by HLTA and general progress by class teacher.	Monitored by HLTA at each data point as well as catch up assessments.	Any students highlighted as successful in terms of catch up and making good progress in maths can exit the programme to allow opportunities for wave two students. <i>Five students exited as 2- by DP3. 22 students currently on track to obtain end of year target and secure grade 1.</i>
Ensure priority for PP catch up students at every point and monitor progress regularly.	PP students highlighted as purple in mark books for catch up and	All catch up PP students make good progress and ensure they do not leave the programme prematurely

	monitored closely at each DP/catch up assessment	as this additional support may support their class learning. <i>12 students on grade 1- by DP3 (some on end of year target) but not secure to leave the programme yet.</i>
Wave Two - Students identified from KS2 data for secondary additional catch up if required – those under 100 and not making good progress in maths. SEND students underachieving (not all catch up) attend additional sessions during form time with Y10 mentors.	Monitored by HLTA at February 2019, data points as well as catch up assessments.	All students underperforming (focus on PP) with low KS2 make progress in line with mid KS2 and high KS2. <i>At DP3 the gap is +0.17 for PP LATs compared to nPP LATs. At DP3 for PP LATs progress1 is above PP MATs (+0.09 gap) but for PP LATs progress1 is above PP HATs (-0.28).</i>
Wave Two – SEND students underperforming paired with Y10 mentors to work on weaknesses from KS2 SATs breakdown.	Monitored by EPY/HLTA at DP3 and end of the year data point. Y10 mentor tracking sheets.	All SEND LATs make progress in line with nSEND LATs by the end of the year. <i>At DP3 the gap is -0.31 for SEND LATs compared to nSEND LATs.</i>
<p>OVERALL IMPACT – WAVE ONE 56% students exited the maths catch up programme as internal data and catch up assessment data showed sustained improvement towards a grade 1 GCSE grade. 100% of students improved their catch up assessment score in comparison to their baseline, however some students continued into wave two of the programme as they were WT in their internal mathematics data.</p> <p>OVERALL IMPACT – WAVE TWO 69% students exited the maths catch up programme as internal data and catch up assessment data showed sustained improvement towards a grade 1 GCSE grade. 100% of students improved their catch up assessment score in comparison to their baseline, however some students will need to continue into the year 8 keep up programme as they were WT in their internal mathematics data. SEND – 71% of SEND students who enrolled in catch up wave two improved their catch up assessment score and demonstrated improvement towards a grade 1 GCSE.</p>		

Catch Up Premium Funding Plan – English 2018-2019

TotalNoofPupilswhodidnotreceiveexpected levels inEnglishattheendofkeystage2 (100 scaled score):	63
TotalNoofPupils initially identified for <i>Wave One</i> English catch up (95 scaled score or below):	34 (25 PP Rising Star students included)

Action/Approach:

FundingisreceivedinMarchfollowingtheSeptemberintake.Effectiveuseoffundingtosupportcatch-upincludes:

- Individualtuitioninadditiontoclassroomteaching
- Intensivesmall-grouptuitionasanintensiveprogramme with English HLTA
- Intensive programme reviewed in response to GL baseline assessment
- EWA (KS3 coordinator) to work with inclusion on the ‘Rising Stars’ intervention programme for appropriate maths resources (see separate Rising Stars plan)
- Employment of a new Intervention Teacher to work with PP and catch up students
- Academic peer to peer mentoring within new Student Leadership structure

Actions	Monitoring and Evaluation	Impact
Wave One: four Catch up Groups created: 2 in X band and 2 in Y band, consisting of students with scaled scores of 95 or below.	Sept 2018- KS2 data informs creation of groups	All students requiring catch up are identified immediately, enabling intervention to begin.
English teachers to identify students receiving catch up intervention in data packs, seating plans and mark books	Sept 2018- KS2 data informs creation of groups	English teachers made aware of students receiving additional support- ensuring differentiation
<i>Wave One</i> - Students crossed referenced against GL baseline as well as HLTA catch up baseline to tailor areas for improvement in catch up programme.	September 2018 GL baseline and October 2018 informs wave one programme topics.	All students eligible for catch up identified as well as any additional students who may need support to be secondary ready.
Students’ progress on catch up topics monitored by HLTA and general progress by class teacher.	Monitored by HLTA at each data point as well as catch up assessments.	Any students highlighted as successful in terms of catch up and making good progress in English can exit the programme to allow opportunities for wave two students. <i>13% of students exited programme after DP2, enabling those with KS2 score of 96-100 to begin the programme.</i>
<i>Wave Two</i> - Students identified from KS2 data for secondary additional catch up if required – those under 100 and not making good progress in English.	Monitored by HLTA at February 2019, data points as well as catch up assessments.	All students underperforming (focus on PP) with low KS2 make progress in line with mid KS2 and high KS2. <i>97% of students achieve 1-, 1 or above at DP4</i>

		<i>29% achieved 2 at DP4</i> <i>0.2% achieve 3 at DP4</i> <i>93% of SEND students achieve 1- or above in DP4</i>
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