



Okehampton College

Community Opportunity Respect Equity

Y7 Catch-Up Premium strategy statement:

Summary Information					
School	Okehampton College				
Academic Year	2019/2020	Total catch-up Premium budget	£22, 286	Date of most recent review	September 2019
Total on-roll	Year 7 - 272	Eligible for Catch-up Funding	78	Date for next review of strategy	July 2020

Review of Expenditure

Literacy			
Previous Academic Year: 2018/2019	Total catch-up Premium budget: £15000	Pupils eligible for catch-up funding: 44 (17%)	
Desired outcomes	Chosen action/approach	Lessons learned	Cost
<p>Sustained progress across Y7 to close the gap in reading (see in school data for reading ages provided by Literacy Assessment Online).</p> <p>Reading ages increase, particularly those of with KS2 Reading less than L4.</p>	<p>Core English Lessons: Students are taught English 7 times a fortnight. Groups were set by ability one smaller express group in each population.</p> <p>Small group Extra English lessons instead of Language lesson, delivered by Subject Specialist.</p> <p>Pathways lessons – small group as well as core subjects.</p> <p>Home learning support after school twice a week – refreshments provided. Students targeted to attend.</p> <p>Lexia used three times a week in extra English lessons and Express groups. Students’ progress assessed via Literacy Assessment Online three times a year in Year 7 to track progress.</p> <p>IDL purchased specially for Dyslexic and EAL student (similar to Lexia but more suited to these specific learners).</p> <p>Morning hand-writing sessions twice a week during tutor times.</p> <p>Differentiated resources to support individual learners’ needs such as: hand-writing booklets; coloured paper to act as visual aids; overlays.</p> <p>Bespoke reading materials to engage weaker readers, such as graphic novels etc.</p> <p>Drop Everything and Read (DEaR) sessions take place weekly.</p> <p>Ensure the library is well-stocked library with a wide collection of books.</p>	<p>Setting groups reinforced low expectations, and particularly of students eligible for the Catch-Up premium. We have now moved to mixed ability classes because of this.</p> <p>Lexia dedicated computer room and dedicated TA would be desirable</p> <p>Importance of Whole School Literacy Co-ordinator</p> <p>Although DEaR has raised the profile of reading we feel more could be done and have introduced twice weekly Tutor readers</p> <p>Library lessons have become more purposeful with reading consistencies introduced</p>	<p>£10080</p> <p>£8640</p> <p>£5000</p> <p>£250</p> <p>11000 (paid for 3 academic years)</p> <p>£3666</p>

Numeracy			
Previous Academic Year: 2018/2019		Total catch-up Premium budget: £15000	Pupils eligible for catch-up funding: 64 (25%)
Desired outcomes	Chosen action/approach	Lessons learned	Cost
Sustained progress across Y7 to close the gap in mathematics (see in school data for mathematics progress).	Core Mathematics Lessons: Students are taught Maths 3 times a week. Groups are part streamed and part mixed ability: Highest attaining students at KS2 are grouped in 2 'Higher' sets, and lowest attaining students are also grouped together into 2 small 'nurture' groups. The remaining students are mixed ability. (This is a move from fully set/streamed classes but still aims to support those weakest students in smaller groups – follows a model successfully used by XXX school)	Mixed ability groups allowed for weaker students to gain exposure to working at a higher level of expectation than they would in groups fully set by prior attainment. Several of the weakest students exhibited very poor behaviour which was magnified in the small nurture group environment and therefore particularly affected students eligible for Catch Up premium In previous years, KS3 students have been invited to after school sessions, a year group per term, for TA led intervention lessons on topics identified by teachers. These were not considered successful as they were not well or consistently attended so did not have the required impact	£9600 - Additional group(s) in year 7 (M6 teacher, 3 lessons in each population)
	Additional teaching group in at least one population, compared with most other subjects – allows for slightly smaller class sizes despite a nurture group of around 10 students.		£3000 - Specialist mathematics TA (6 lessons per week)
Progress made in mathematics is accelerated for identified students	Specialist mathematics TA supporting in mainstream maths lessons	Adoption of White Rose Maths mastery curriculum with all classes following the same core curriculum and lessons (greater scaffolding of topics for the nurture group). Core lessons delivered by all teachers with greater emphasis on whole class discussion – this encompasses the 'dialogic talk' or 'cognitively challenging talk' as detailed in the DFE report on Literacy and Numeracy catch-up strategies Introduction of Mathswatch to provide support materials that all students may access independently Students' progress assessed through regular mini topic reviews (around 2 per half term) against Key Expected Learning Outcomes, as well as termly progress tests	£500 - (Mathswatch subscription)
	Additional Pathways group for a small number of students, extracted from lessons, focussing on improving literacy and social behaviour. For most students, we requested that they remained in their maths lessons so that they were not missing out on the structure and experience of these lessons, throughout the year		

Planned Expenditure

Literacy				
Previous Academic Year: 2019/2020		Total catch-up Premium budget: £21652		Pupils eligible for catch-up funding: 61 (23%)
Desired outcomes	Chosen action/approach	How will you ensure good implementation?	Staff Lead	Cost
<p>Ensuring no disadvantage in terms of out of school learning.</p> <p>Gaps in knowledge and understanding (as defined by key expected learning outcomes) narrowed and variation within PP students minimised.</p> <p>Any progress gaps evident from analysis are reduced.</p>	<p>Core English Lessons: Students are taught English 7 times a fortnight. Groups are mixed ability apart from one smaller express group in each population.</p> <p>Small group extra English lessons instead of Language lesson, delivered by Subject Specialist.</p> <p>Pathways lessons – small group as well as core subjects.</p> <p>Homework support after school twice a week – refreshments provided.</p> <p>Students targeted to attend Lexia continues to be used three times a week in extra English lessons and Express groups. Strategic targeting of specific students who will be invited to Lexia intervention sessions during tutor time</p> <p>Students’ progress assessed via Literacy Assessment Online three times a year in Year 7 to track progress. Now rolled out to years 8 and 9</p> <p>IDL purchased specially for Dyslexic and EAL student (similar to Lexia but more suited to these specific learners)</p> <p>Morning hand-writing sessions twice a week during tutor times</p> <p>Differentiated resources to support individual learners’ needs such as: hand-writing booklets; coloured paper to act as visual aids; overlays</p> <p>Bespoke reading materials to engage weaker readers, such as graphic novels etc.</p> <p>Drop Everything and Read (DEaR) sessions take place weekly. Introduction of tutor reader initiative with every group reading a different book together each term</p> <p>Ensure the library is well-stocked library with a wide collection of books</p> <p>Introduction of Library lesson readers with all KS3 classes (including Year 7) with targeted support with reading consistencies</p>	<p>Monitoring of progress through assessment cycle</p> <p>Assessing progress in the topics covered</p> <p>Lesson visits as part of QA cycle.</p> <p>Teachers monitoring of Lexia data</p> <p>Literacy Assessment Online monitoring</p>	<p>RR</p> <p>RR</p> <p>RR</p> <p>AJH</p> <p>RR</p>	<p>£10080</p> <p>£8640</p> <p>£5000</p> <p>£250</p> <p>£11000</p> <p>£1250</p>
When will implementation be reviewed? July 2020				

Numeracy

Previous Academic Year: 2019/2020		Total catch-up Premium budget: £21652	Pupils eligible for catch-up funding: 53 (20%)		
Desired outcomes	Chosen action/approach	How will you ensure good implementation?	Staff Lead	Cost	
<p>Ensuring no disadvantage in terms of out of school learning.</p> <p>Gaps in knowledge and understanding (as defined by key expected learning outcomes) narrowed and variation within PP students minimised.</p> <p>Any progress gaps evident from analysis are reduced.</p>	<p>Core mathematics Lessons: Students are taught Maths 3 times a week. Groups are part streamed and part mixed ability: Highest attaining students at KS2 are grouped in 2 'Higher' sets, and the other groups are all mixed ability.</p> <p>Specialist mathematics TA supporting in mainstream maths lessons. Pathways group – students still to attend mainstream maths lessons. TN to support this group, 1 lesson per fortnight.</p> <p>Continued delivery of lessons based on White Rose Maths mastery curriculum, with regular dialogic talk commonplace in the classroom. Students' progress assessed through pre and post tests against Key Expected Learning Outcomes for each topic.</p> <p>All students given a personalised out of school learning curriculum via the introduction of Sparx online homework for all students in KS3 – this provides differentiated tasks based on our curriculum as well as revision of previously covered material.</p> <p>Maintain subscription to Mathswatch.</p> <p>Additional diagnostic/progress tests? PUMA? NFER?</p> <p>Use of QLA from KS2?</p> <p>Tutor time small group catch up interventions with VLH 2 x 25 min sessions per week focussed on particular knowledge gaps.</p> <p>Catch Up Numeracy – TA training?</p>	<p>Monitoring of progress through assessment cycle</p> <p>Assessing progress in the topics covered.</p> <p>Lesson visits as part of QA cycle.</p> <p>Teachers monitoring of Sparx homework completion.</p>	<p>SLC</p> <p>TN</p> <p>TN</p> <p>TN</p>	<p>TA salary 6 lessons per week</p> <p>TN 0.5 lessons per week</p> <p>Sparx approx. £5 per student</p> <p>£500 Mathswatch subs. PUMA tests Approx £360</p> <p>VLH tutor time sessions</p>	
When will implementation be reviewed? July 2020					