

## Catch Up Premium Plan 2018-19

The Park Community School will receive approximately £10,500 to support literacy and numeracy for students who did not achieve a score of 100 or above in reading and/or mathematics at key stage 2 when they arrived at The Park Community School. All schools have to report on how this money was spent, as well as the impact of the premium to those pupils who are eligible.

This plan will be developed through the year based on further research and development in liaison with our SENDCO.

Strategy	Cost	Intended Impact	Impact
<p><b>Additional numeracy and literacy support</b> from specific literacy and numeracy Higher Level Teaching Assistants (HLTAs). Additional curriculum time created through withdrawal from one or two Modern Foreign Languages.</p>	<p>£5600 Partial payment of HLTA roles</p>	<p>Rapidly catch-up literacy and numeracy skills to a level which allows the full curriculum to be accessed and then to catch-up with their age-related standard.</p>	<p>Clear impact evidenced through Success at Arithmetic programme. 95% of students who carried out the course (30 students in total) made improvements within the actual programme. This is paired with clear progress made within maths classes both anecdotal and through monitoring grades.</p> <p>The literacy intervention links with the below Lexia strategy. 80% of the students who took part in the course made good progress. The time spent on their reading also had a positive impact on their progress in a wide range of subjects outside of English.</p> <p>Something to consider for future years is the negative impact of withdrawing students from MFL subjects.</p>
<p><b>Lexia</b> reading and phonics intervention programme (LO)</p>	<p>£1000</p>	<p>To provide highly personalised intervention to students below age-related expectations, leading to rapid development of their reading skills. This will be evident in their improved reading ages and English monitoring.</p>	<p>Lexia was used to identify students and then they used the associated programme to improve their reading ages.</p> <p>90% of the students improved their reading ages quicker than the chronological time elapsed.</p>
<p><b>Group reading</b> intervention (ALK)</p>	<p>£100</p>	<p>Improved reading comprehension through guided reading with a specialist teacher.</p>	<p>This strategy was used in conjunction with the Lexia strategy.</p>
<p><b>Paired reading</b> (NIA) Train a number of year 8/9 students to act as reading mentors for year 7 pupils.</p>	<p>£500</p>	<p>Peer support will encourage regular reading and attendance in the library, sessions will also promote oracy, fluency when reading aloud and provide exposure to positive role models within their peer group. Improved reading age and</p>	<p>This strategy was developed within the library - 15 students were trained to work as paired readers. Impact difficult to measure but the programme ran for 5 terms after the initial training - positive confidence feedback for the older students leading the training as well.</p>

		English monitoring will reflect their progress.	
<b>Accelerated Reader</b> software and programme (FS/NIA)	Paid from Pupil Premium funding as part of the PP Plan.	Ensure all students know where to find reading materials which are suitably challenging for them. To accelerate the reading age of those who are currently below age-related expectations, so that their reading age will move closer to their chronological age by the end of the year.	Reading ages for all students in Y7 were captured and shared with all teachers to ensure appropriate texts were used in lessons. All students were
<b>Handwriting</b> intervention (ALK, DEM, SAR)	£500	Using the Nelson handwriting programme we will support students in improving the fluency and legibility of their writing so that it is not a barrier to recording/organising their learning in all subjects. This will be evident in their monitoring across a range of subjects.	This programme was purchased and delivered to 40 students during the year via registration sessions. All 40 students made progress in their handwriting - some to a greater degree than others. Positive feedback from teachers - we now need to ensure this continues over a period of time.
Extra <b>numeracy and literacy support</b> within the classroom. (LO)	Funded from main school budget	Students below age-related expectations receive increased levels of feedback and support to accelerate progress.	This strategy was put into place and applied in individual lessons. The tracking of impact was very difficult due to the variety and number of interactions with different students.
Small <b>group numeracy</b> intervention on identified topics (SAO).	£400	To provide highly personalised intervention to students below age-related expectations, leading to the rapid development of their numeracy skills. This will be evident in their maths monitoring.	This went alongside the first strategy with the additional aspect of small group work within maths lessons. Therefore, impact was linked to this strategy.
Small <b>group literacy</b> intervention using a blended approach (S&L, reading, writing).	£400	To provide highly personalised intervention to students below age-related expectations, leading to rapid development of their literacy skills. This will be evident in monitoring across a range of subjects.	This went alongside the first strategy with the additional aspect of small group work within English lessons. Therefore, the impact was linked to this strategy.
<b>KS2 liaison</b> (FS/HEP).	£2000 (to cover cross-curricular days - staff release and resourcing)	Increase opportunities for students to visit Park School to build familiarity with staff/facilities to promote rapid progress when starting KS3.	High-quality intervention which continued into year 7 to ensure students weren't impaired by their transition. The KS2 transition also included learning strategies as well as monitoring and improving the impact of teaching and learning within lessons.