

Catch Up Premium 2016-17

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 newly appointed Year 7 Progress Leader and Literacy Co-Ordinator.

In addition to the outlined strategies below, the transition HLTA role from 2015/16 plan will be continued but funding will come from the main school budget.

Strategy	Cost	Intended Impact	In-Year Developments
<p>Additional numeracy and literacy support 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>£5,300 (partial payment of the 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>Nov 2016: consider options for extending the opportunities for increased extraction to further increase progress.</p>
<p>Accelerated Reader</p> <p>A reading programme which challenges students within their optimal reading zone and motivates them through quizzes.</p> <p>Positive research results from the Education Endowment Foundation.</p>	<p>Nil – this is accounted for through Pupil Premium funding.</p>	<p>Accelerate the increase of reading age to ensure all students are at least in-line with age related expectations with a particular focus on disadvantaged students. Develop students' enjoyment of reading by ensuring relevant and suitable texts which students engage with and are of suitable challenge.</p>	<p>November 2016 – consider moving the focus from a tutor based activity to develop use within English lessons. FS currently trialling this approach as take up and therefore impact is lower than intended.</p>
<p>Lexia Strategies Software:</p> <p>The program focuses on foundational reading skills, with a more mature, age-appropriate interface and a range of content that covers basic phonological awareness through to advanced decoding skills, vocabulary development, and comprehension activities.</p>	<p>£1,000</p>	<p>Rapidly develop reading skills of readers who are below the expected standard. Impact will be measured through reading age improvement.</p>	

<p>Reduced size classes in Mathematics and English for the lowest attainers.</p>	<p>Nil – this is accounted through the main school staffing budget.</p>	<p>Reduced class sizes in mathematics and English increase the exposure of students to high quality teaching and increased levels of feedback and support to accelerate progress.</p>	
<p>Numbers Count Training:</p> <p>Provide training for one member of staff to deliver the Numbers Count programme to small groups of learners who are below the age related expectations in maths.</p> <p>The programme is an intensive intervention for learners who have the greatest difficulties with mathematics.</p> <p>Once training is complete, in-house training to be delivered to extend the number of staff able to deliver the programme.</p>	<p>£2,200</p>	<p>Develop an ‘in-house’ Numbers Count specialist maths teacher and HLTA to ultimately rapidly raise the mathematical attainment of the lowest achievers from KS2.</p>	
<p>REACH Programme Training:</p> <p>Training to deliver a targeted reading support programme designed to improve reading accuracy and comprehension in pupils with reading difficulties.</p> <p>Once training is complete, in-house training to be delivered to extend the number of staff able to deliver the programme.</p> <p>Positive research results from the Education Endowment Foundation.</p>	<p>£2,000</p>	<p>Train a range of Teaching Assistants and HLTAs to be able to deliver the support programme to accelerate the progress of the lowest attainers to bring them in line with age-related expectations.</p>	
<p>Total:</p>	<p>£10,500</p>		

Catch Up Premium 2015-16

The Park Community School received £11,500 to support literacy and numeracy for the 23 students who did not achieve at least level 4 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.

Strategy	Cost	Impact
<p>Additional literacy support from specifically employed Catch-Up teacher. Additional curriculum time created through withdrawal from one or two Modern Foreign Languages and Religious Education.</p>	<p>£9,500 (partial payment of Catch-Up literacy teacher)</p>	<p>Impact measured through increase in reading and spelling ages which was evident in the majority of students who took part in this intervention. However, the majority of students did not make accelerated progress.</p> <p>In light of the cost of this intervention and the limited impact, this particular intervention will not take this form in 2016/17.</p>
<p>Introduction of HLTA position for KS2 to KS3 Transition to deliver regular transition sessions to year 5, 6 and 7 students who have low literacy and numeracy attainment and who may struggle with transition to secondary school.</p>	<p>£2,000 (partial payment of promoted position)</p>	<p>Vulnerable students now feel secure and confident in their transition to secondary school. Many students required follow up in the initial stages of year 7 to develop resilience and feel secure in school. Those who required further support through the Self Regard group are now able to develop their learning successfully within the school. This group of students continues to be monitored into year 8. This is evidenced through student voice, attendance and general self-regard and well-being of these students in school.</p> <p>This intervention provides significant impact and is highly regarded by staff and students both at our feeder primary schools and at The Park Community School. This intervention strategy will continue in 2016/17.</p>

<p>Reduced class sizes in Mathematics and English for the lowest attainers.</p>	<p>Nil – this is accounted through the main school staffing budget.</p>	<p>14 students below level 4 at the end of KS2 in numeracy. Of which, 12 were making Expected Progress and one making Above Expected Progress at the end of year 7 in mathematics.</p> <p>26 students below level 4 at the end of KS2 in literacy. Of which, 13 were making Expected Progress.</p> <p>This intervention strategy will be continued into 2016/17. It is hoped that a greater focus on specific literacy interventions in addition to the reduced class sizes will have a greater impact on literacy progress in particular.</p>
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