

Catch Up Premium 2019-20

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 on those pupils who are eligible.

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

In addition to the outlined strategies below, the transition HLTA role from 2018/9 plan will be continued but funding will be supplemented from the main school budget.

Strategy	Cost	Intended Impact	In-Year Developments
<p>Accelerated Reader/Reading Support</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>	£2000	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.	Academic Mentor and Librarian are now running additional small groups to aid recovery in reading. They use the Star Testing to monitor and track progress.
<p>Transition from Y6-Y7</p> <p>Helen Padden works with the cohort to identify and support students in their transitions process and throughout Y7.</p>	Contribution towards full Salary of HLTA	Students are settled and engaged from the beginning of their time at Park school. Difficulties are highlighted and discussed with DSL and SENDCO, follow up and intervention is swift and robust due to the relationships that have been built earlier in the year.	
<p>Reduced size classes in Mathematics and English for the lowest attainers.</p>	Nil – this is accounted through the main school staffing budget.	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>Literacy HLTA Targeted intervention for specific areas of challenge, identified through NGRT.</p> <p>Maths HLTA Targeted intervention for specific areas of challenge, identified through AMTi</p> <p>TAs 20 mins reading with students twice a week</p>	<p>Contribution towards up to 50% of her timetable £7,500</p> <p>Contribution towards up to 50% of her timetable £7,500</p> <p>£5000</p>	<p>Early identification from a robust system, ensures immediate intervention for those who need it most, closing the gap in attainment as quickly as possible and returning them to mainstream lessons, where they thrive, take risks and feel safe doing so.</p> <p>Encouraging reading out loud, recall and comprehension so they feel able to participate in lessons fully.</p>	
<p style="text-align: right;">Total:</p>	<p>£27,000 (the excess monies are funded through teach</p>		