



Catch-Up strategy statement: Longsands Academy

In order to secure the best possible experience, learning and outcomes for learners in our care, the Year 7 Catch-Up premium is tailored to take account of the individual needs of those who are eligible.

1. Summary information					
School	Longsands Academy				
Academic Year	2018/19	Total Catch-Up budget	£22,500 (£23k spent)	Date of most recent Catch-Up Review	N/a
Total number of pupils	1838	Number of pupils eligible for Catch-Up (Literacy and/or Numeracy)	94	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for Catch-Up in years/months	Pupils not eligible for Catch-Up in years/months
Reading Age (Suffolk)	10/03	12/06
Spelling Age (Vernon)	10/10	13/10
KS2 Reading SAT Average (out of a total of 120)	94.40	109.22
KS2 Maths SAT Average (out of a total of 120)	96.76	107.39



3. Barriers to future attainment (for pupils eligible for Catch-Up premium)

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

- | | |
|-----------|--|
| A. | Literacy skills on entering Year 7 are lower for students eligible for the Catch-Up premium than for 'other' students, which impacts on their ability to make good progress in Year 7. |
| B. | Numeracy skills on entering Year 7 are lower for students eligible for the Catch-Up premium than for 'other' students, which impacts on their ability to make good progress in Year 7. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

- | | |
|-----------|--|
| C. | Attendance rates for pupils eligible for the Catch-Up premium are 95.5%; this is below the target for 'all' students which is currently 96%. |
|-----------|--|



4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Students eligible for the Literacy Catch-Up Premium close the gap in Reading and Spelling, compared to that of their non-eligible peers by the end of Year 7.	Students eligible for the Year 7 Catch-Up premium make sufficient progress in terms of Reading and Spelling ages, so that by the end of Year 7 the majority are in line with their chronological age. This will be assessed via re-testing using Suffolk reading and Vernon spelling tests in December, March and June for all students in the KS2 range below 100. Students will demonstrate their progress by closing the gap in reading/spelling ages as measured by Suffolk/Vernon tests.
B.	Students eligible for the Literacy Catch-Up Premium close the gap in Maths, compared to that of their non-eligible peers by the end of Year 7.	Students eligible for the Year 7 Catch-Up premium make sufficient progress in Maths, so that by the end of Year 7 they all meet age-related expectation. Progress is shown through end of year Maths examination scores comparing attainment against the progress of non-catch-up students taking the same tests.
C.	Increased rates of attendance for pupils eligible for Catch-Up premium.	Overall attendance for students eligible for the Year 7 Catch-Up premium improves so that it is in line with the Academy target of 96%.



5. Planned expenditure

Academic year 2019/20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Targeted Support in Literacy

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
(A) Improved progress in literacy for Year 7	Catch up literacy scheme previously successfully used continued in 2018-19. Lexonic reading programme introduced in 2018.	Catch-Up is an intervention highlighted by the DFE as effective in closing the gap in reading ages. Their conclusion is based on research into the impact of the Catch Up Intervention in other schools. https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/teachingassistants	<p>Catch up course has previously been attended by the Assistant Principal-Director of Interventions and by three TAs.</p> <p>Twice weekly Catch-Up sessions run during morning registration. Re-testing of reading age takes place in Summer term 2019.</p> <p>Average improvement in reading age for Catch-Up in 2018-19 was +18 months.</p> <p>Member of staff delivering the Lexonik programme has been trained by the service provider</p>	Assistant Principal – Director of Interventions	Summer 2020
	Literacy lessons	Literacy lessons for selected Year 7 students were introduced in 2015 following evaluation of a model used at Sawston Village College. Students in the 2015-16 cohort made above average progress in both reading and spelling. These rates of	Three separate groups receive two timetabled lessons per week for the year. Catch-Up students selected are in the range 84-95 on the KS2	Assistant Principal-Director of Interventions is in	December 2019 March 2020 June 2020



		improvement were maintained throughout 2016-19. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	reading SAT. Students who score more highly on Longsands' internal reading/spelling tests (administered July 2019) than the KS2 SAT will be re-tested during Year 7.	charge of student selection/ monitors delivery. Teaching of Literacy lessons: CLA/ CAS/ ATD	
I2L group comprises 11 students (2019-20) in the range sub-level 80-92 on KS2 reading SAT	The I2L group provides for a programme of Literacy and Maths support in conjunction with (for some students) other factors. All students in I2L are Catch-Up. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFERS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	Students receive five lessons per week for the year, with continued support available (if required)into years 8 and 9, with additional English in KS4. Some students are also Pupil Premium. Students are re-tested December 2019 for reading and spelling as part of the on-going tracking process and to inform decisions about continuing provision. This process is repeated in March and June 2020.	I2L co-ordinator/PPI co-ordinator supported by Assistant Principal-Director of Interventions. Teaching delivered by: KAB/ DLG	December 2019 March 2020 June 2020	
Total budgeted cost				£19,000	



ii. Targeted Support in Numeracy					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
(B) Improved progress in Numeracy for Year 7	All I2L students work with TAs in a.m.registration. All other students in the cohort work with Year 12 mentors	All students attained a score below 100 on their KS2 SAT. One to one intervention has been adopted in order to close the gap. https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/teachingassistants	All Year 12 mentors are selected and supervised by MDP. All students on Numeracy intervention will be re-tested at the end of Year 7 in order to track progress in relation to the KS2 SAT.	MDP under the supervision of the Assistant Principal-Assessment and Moderation and the Assistant Principal-Director of Interventions.	At each PR point, and in April 2020 and July 2020
	I2L group comprises 11 students (2019-20) in the range sub-level 80-92 on KS2 reading SAT. Students studying from Connecting Math[s] Concepts workbooks, assessment books, textbooks	The I2L group provides for a programme of Literacy and Maths support in conjunction with (for some students) other factors. All students in I2L are Catch-Up. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFERS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	Students receive four lessons per week for the year, with continued support available (if required) into years 8 and 9, with additional Maths in KS4. Some students are also Pupil Premium. The 'connecting maths' scheme allows for regular testing and assessment with follow-up remedies to sort out misconceptions.	DLG under supervision of Assistant Principal-Assessment and Moderation, and the Assistant Principal – Director of Interventions	Throughout the year



	Purchase of Times-table rockstars	Provides regular practice at multiplicative relationships, making the learning and recall of times tables a priority.	Logins available to all of KS3, but principally used in lower ability groups	Assistant Principal – Moderation and Assessment	Throughout the year.
Total budgeted cost					£4,000



iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
(C) To improve attendance so that it is in line with the whole-school target of 97%	Reward system implemented and consolidation and communication of attendance procedures, continuation of breakfast club to encourage students into school.	Where students attendance rates are high there is a correlation to higher levels of achievement and vice versa. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	Assemblies to all students to inform them of attendance procedures and reward system. Attendance procedures and figures to be closely monitored at half termly intervals. Attendance team to work closely with key stage teams and Senior Attendance Officer to be inducted appropriately. Publicity around breakfast club and monitoring of attendance	Vice Principal, Pupil Premium Coordinator and Attendance team, Breakfast Club Supervisor	Every half term
Total budgeted cost					£0



6. Review of expenditure				
Previous Academic Year		2018/19		
i. Targeted Support in Literacy				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
(A) Improved progress in literacy for Year 7	Catch up literacy	Total meeting expected Literacy standard by the end of Year 7: 44% Total PPI meeting expected Literacy standard by the end of Year 7: 41%	As successful the plan is to continue with this approach	£8500
	Literacy lessons	Success criteria met	Ditto	£2000
	I2L group	Success criteria met	Ditto. The I2L group is now well-established and not only provides for academic but also pastoral transitional needs of students.	£8500
Total budgeted cost				£19,000



6. Review of expenditure continued

ii. Targeted Support in Numeracy

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
(B) Improved progress in Numeracy for Year 7	I2L students additional TA support in registrations. All others doing Year 12 mentor work in registration	Students made at least equivalent progress to other students based on outcomes in end of year exams. Hence, success criteria met.	The TA system is staff-intensive, and one key member has recently left the academy, but expecting to be able to continue this provision.	4000
		Over 1/3 of catch up students either met or exceeded the median % in the Maths exam summer 2019.	The I2L group is now well-established and not only provides for academic but also pastoral transitional needs of students.	
Total budgeted cost				£ 4,000



6. Review of expenditure continued

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
(C) To improve attendance so that it is in line with the whole-school target of 96%		Catch up attendance was 95.5 versus 96.25 for the whole Year 7 cohort.	Slightly below target but feel that the approach was working a new interventions planned for 2019/20.	0
Total budgeted cost				£0
Total overall budgeted cost				£23000

