

Catch-Up Premium – Longsands Academy. This report includes our funding allocation for 2019-20, review of spending and how it made a difference to students.

1. Summary Information					
School	Longsands Academy				
Academic Year	2019/20	Total Year 7 Catch-up Budget	£23,000	Date of initial Strategy	September 2019
Total Number of students in Year 7 at start of funding	292	Number of students eligible for Catch-Up Funding (Sept 2019)	93	Date of next review of strategy	September 2020

Longsands Academy has received £23,00 to improve the attainment of Year 7 students who did not achieve at least expected standard in reading and/or numeracy at the end of key stage 2 (KS2).

The purpose of this funding is to ensure that Year 7 students with literacy and numeracy levels lower than expected standard, are given additional support. Academic achievement is affected by a range of factors, not all of which can be overcome with financial support and central to the raising of achievement in these key areas remains the effectiveness of the school/home partnership and the triangulation of parents/carers, school and students working together with the shared goal of raising achievement.

2. Planned Priorities 2019-2020	
A	<ul style="list-style-type: none"> All Literacy catch up students will fully engage with the various reading programmes: Literacy lessons, i2L group and Lexonic reading programme. Students will improve in their reading ages
B	<ul style="list-style-type: none"> All Numeracy Catch Up students will fully engage with various mathematics intervention programmes: Hegarty maths, Small group catch up numeracy, Supported Study Group as part of a bespoke curriculum. Students will be making progress using internal data in Maths
C	<ul style="list-style-type: none"> To improve attendance so that it is in line with the whole-school target of 97%

Academic Year 2019-2020

Action	Intended Outcome	What is the evidence and rationale for this choice?	Impact/review of 2019-2020 (Interventions and intended outcomes were interrupted by lockdown in March 2020 and data for reporting is also limited due to COVID-19)
Catch-up literacy scheme (previously successfully used) continued in 2019-20. Lexonic reading programme introduced in 2018.	Catch-up students identified quickly, and support programmes put in place as early as possible.	<p>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.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<ul style="list-style-type: none"> • Use of CATS, PTM, PTE, KS2 SATs data and progress through tests was overseen by Data Manager. Data regularly reviewed by AP and SENDCo. • The average reading age gain for the students on the Lexonic reading programme was 4.04 years, from the start of Year 7.
Continued use of designated Literacy Lessons for targeted students.	<ul style="list-style-type: none"> • Dedicated members of the support team to lead small group interventions and run a bespoke curriculum in English and Maths (Step Up and Catch-Up courses). 	EEF research suggests that early and small group intervention accelerates progress.	<ul style="list-style-type: none"> • Analysis of GL Assessment data in Year 8 will be used to further evaluate the impact for this year's cohort.

<p>Continued refinement of i2L group to focus on targeted students - comprised 11 students (2019- 20) in the range sub-level 80-92 on KS2 reading SAT.</p>	<ul style="list-style-type: none"> • Excellent communication with feeder primary schools to enable focused support for targeted students. • Students to receive additional lessons each week to help improve their confidence and ability in English and Maths. 	<p>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.</p> <p>Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)</p>	<ul style="list-style-type: none"> • Transition activities are well planned and additional information about students joining the Academy is well documented. • Information about best practice with these students is shared with teaching staff prior to their arrival • According to NGRT data, 87.5% of the students have improved since the start of Year 7.
<p>Embedding of Timetable rockstars.</p>	<ul style="list-style-type: none"> • All students, but particularly Catch-Up students, to access and thus make accelerated progress. • Provides regular practice at multiplicative relationships, making the learning and recall of times tables a priority. 	<p>Maths teachers and students are familiar with the platform that be used to give tailored support.</p>	<ul style="list-style-type: none"> • Extra Timetable Rockstars use was implemented at the start of the year and as a department all Year 7 students were tutored in how to use it. • This has proved particularly impactful during lockdown as it was used as the Academy's main blended learning approach in Maths enabling all Year 7 to access maths learning daily and catch up. • Students could have extra activities closely monitored by their teacher.
<p>Reward system implemented and a consolidation and communication of attendance procedures, plus continuation of breakfast club to encourage students into school.</p>	<ul style="list-style-type: none"> • To help students make progress in Maths and English by closely monitoring attendance. 	<p>Where students' attendance rates are high there is a correlation to higher levels of achievement and vice versa.</p> <p>The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</p>	<ul style="list-style-type: none"> • A rise in the number of students attending breakfast club. Breakfast Club moved to the New Hall with staff supporting. • Reviewed transition data and led a focus group on those students with 95% attendance or below in primary • Tutor group competitions offering rewards • Year 7 attendance in week 21 was 93.7% - after a 6 week tutor group monitoring programme it ended on 95.9%