



WITHAM
A PRIORY ACADEMY

Catch Up Premium Funding Review - September 2019

School Context

The Priory Witham Academy is an 'all through' Academy with a Local Authority run Family Centre on site. The early years foundation stage 1 comprises of a pre nursery (40 places), Nursery, (32 places) and a pre reception (39 places). Early years foundation Stage 2 (Reception) to Year 6 have a planned admission number (PAN) of 60. Year 7 to Year 11 have a PAN of 90 and the Sixth Form 100.

The Academy is part of The Priory Federation of Academies Trust. It is located in the Moorland Ward and serves an area of high deprivation. (Deprivation indicator 0.34)

The proportion of pupils for whom the Academy receives Disadvantage Funding is above average with 43% of pupils being eligible. Disadvantage Funding is additional Government funding for looked after children and those known to be eligible for free school meals.

The proportion of pupils who have special educational needs or disabilities (SEND) is above average at 26%: SEN Support 24%, and Education HealthCare Plan 2%.

The percentage of pupils who enter Year 7 below Age Related Expectation is consistently above average.

Catch Up Funding and Principles

The Government believes that by investing specific funding to identified cohorts of learners there will be a significant reduction in the attainment difference between sub groups of pupils. In response to Government thinking there is now a separate allocation of funding called the Catch-Up Premium. The money is to be used by schools to deliver additional tuition or intensive support in small groups, whilst also minimising the risk of pupils missing out on the daily curriculum. The funding provides valuable support to ensure pupils are more likely to succeed at The Priory Witham Academy. The Government expects the funding to be used for additional literacy and numeracy catch-up during Year 7 given that this can make a critical difference to pupils at this important stage.

In 2015/16 schools received an additional premium of £500 for each Year 7 pupil who had not achieved the expected standard (at least level 4) in English and / or Mathematics at Key Stage 2. From September 2016 the way the Catch Up premium was calculated changed so that schools received the same overall amount of Year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census.

In 2017/18 the Academy received £3734 more funding to reflect the increased size of the Y7 cohort. For this academic year the funding formula will remain the same and the academy will receive the same overall amount received last year, adjusted to reflect the percentage increase in the Y7 cohort. It is therefore estimated that the academy will receive £25,510.

Catch Up Funding Allocation:

Year	% of pupils entering Year 7 below age related expectations						
	Reading	Maths	Combined	Cohort Size	No of eligible pupils	% of pupils eligible	Funding Allocation
2014	43%	41%		80	30	38%	£15,000
2015	45%	44%		94	39	42%	£19,500
2016 (Scaled Score)	49%	38%	22%	94	56	59%	£20,330
2017 (Scaled Score)	62%	39%	40%	81	56	69%	£17,011
2018 (Scaled Score)	41%	39%	28%	100	51	51%	£20,745
2019 (Scaled Score)	40%	35%	25%	123	60	49%	£25,510 TBC

Catch Up Outcomes

1. The percentage of pupils working at age related expectation in English will increase by the end of Year 7.
2. The percentage of pupils working at age related expectation in Mathematics will increase by the end of Year 7.

In selecting strategies for catch-up we use two main sources of information:

1. **Literacy and Numeracy catch-up strategies report** - September 2012/18 - Department for Education Report; and,
2. **The Education Endowment Fund web site** – This web-site identifies the most effective strategies for classroom practice, their costs and impact (reinforced by the ranking of successful strategies in the Prof John Hattie publication *Visible Learning*).

Rigorous data analysis systems monitor all groups of pupils and the progress they make. Data is collected from teachers 3 times per year and the trends, groups and individuals identified from the data are discussed at Middle Leader and Senior Leadership level. Underachievement is identified quickly and appropriate strategies to accelerate progress are implemented.

Once the impact of the strategies has been evaluated decisions are made on the continuation of all or some of these for groups and/or individuals. Where appropriate, new strategies are introduced (with those strategies identified as being effective from recent research).

Use and Impact of the Catch-Up Funding 2018/19.

Literacy Intervention: Impact 2018-19

Targeted Literacy Support 2018/19		
Chosen action / approach	What is the evidence and rationale for this choice?	Impact
English KS3 Lead to support and co-ordinate intervention within English, to include those not working at the expected standard on entry.	The DfE guidance for Literacy and Numeracy Catch Up Strategies (2012/18) identified the importance of, monitoring progress, early Intervention and feedback as effective strategies which are beneficial for low attainers. Early identification and intervention will ensure that appropriate strategies can be implemented to accelerate progress and reduce differences. Outcomes from 2017-18 show this to have been an effective strategy.	Effective identification took place based on Key Stage 2 data and internal assessments to identify gaps in learning. Intervention was appropriately targeted to address the individual needs of pupils working below the expected standard. 68% of Witham English pupils made expected progress throughout the year and 73% of those identified as requiring Catch Up. 71% of the Y7 cohort are now working on or above the expected attainment level in English compared to 59% at the beginning of the year.
Introduction of Fresh Start Read Write Inc Intervention Programme for Identified Pupils.	Fresh Start is, as recommended by the DfE Rose Review 2006, a Structured Synthetic Phonics style Programme with proven impact at secondary level (Effect Size of 0.34). Recommended by the DfE guidance 'Literacy and Numeracy catch-up strategies' 2012/18. The programme also supports group intervention making it cost effective.	Accelerated reader analysis identified pupils whose reading age is significantly below chronological and therefore require a structured synthetic phonics intervention. 20% of the Y7 cohort were identified for this intervention which has had a significant impact on their reading ability. The average Ratio Gain for this cohort is 3.2 meaning the intervention has a substantial impact (Brooks 2004). The average reading age for the group went from 8.2years to over 9.6years . * A ratio gain of 2 or more is considered 'good impact' (Brooks, 2007)
Small group and individual extraction to allow for greater individualised teaching and higher levels of feedback to accelerate progress.	Using the question level analysis, subject specialists and English based PSAs will be able to target individual gaps in learning by working with individuals or small groups. The Educational Endowment Foundation Research into effective strategies has detailed that effective feedback and marking is an effective, low cost strategy for accelerating the progress of targeted learners. 2017-18 Effective impact.	Extraction and intervention was completed throughout the school year and targeted those who needed to make accelerated progress to meet expected progress levels. 68% of Witham English pupils made expected progress throughout the year and 73% of those identified as requiring Catch Up. 71% of the Y7 cohort are now working on or above the expected attainment level in English compared to 59% at the beginning of the year.

<p>Accelerated Reader Scheme – to be developed to track the ongoing progress of pupil groups including those working below the expected standard of reading at the start of Year 7.</p>	<p>Accelerated Reader is effective for weaker readers as a catch-up intervention at the start of secondary school. Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress (EEF 2019).</p> <p>2017-18 outcomes for the Accelerated Reader Scheme show improvements in reading ages where children have read on a daily basis.</p>	<p>We use the Accelerated Reader programme to promote reading through challenges and their STAR Reader tests help us to identify those struggling with reading. This data helps us to target intervention, and all staff have access to this. Trips to Waterstones where the pupils are bought a book of their choice are rewards for successful outcomes. Reading millionaires are rewarded by Head teacher’s certificates given out in assemblies and reward breakfasts. Increase in numbers of books at the top (double gold) and bottom (red and blue) of the reading scale. Increase in quick-readers has engaged Pupils who can quickly see the progress they make. The Y7 average reading age at the beginning of the year was 10:01yrs compared to 11.4yrs at the end - a ratio gain of 2.14</p>
<p>Academy Librarian to continue to include reading intervention strategies for those not working at the expected standard on entry. Breakfast reading club – pupils who wish to read before registration can come into school for breakfast and to read within the Year Base.</p>	<p>Pupil and parental voice show that the library is enjoyed by many pupils and the reading log supports parental engagement</p> <p>There was clear evidence from 2017-18 that daily reading impacted positively on reading ages (Ratio Gain of 1.5).</p>	<p>In the library, a variety of reading clubs ran, including shadow reading groups and comic clubs, both requested by the pupils themselves. Pupils write reviews and recommendations of books for the library, plus we use pupils’ feedback to help us decide what books are needed for the library so as to be current and engaging for our pupils. Pupil voice regularly highlights reading and the library as something they enjoy and are enriched by at Witham. Independent reading is actively encouraged through competitions and the school’s ethos of reading for pleasure being a Priority. Pupils talk about reading with enthusiasm and love using the library. The Y7 average reading age at the beginning of the year was 10:01yrs compared to 11.4yrs at the end - a ratio gain of 2.14</p>

Numeracy Intervention: Impact 2018-19

Targeted Numeracy Support 2018/19		
Chosen action / approach	What is the evidence and rationale for this choice?	Impact
Small group support to enable individualised feedback and marking to accelerate progress.	<p>Research from Ofsted: The Wasted Years indicates that gaps in numeracy is often left unaddressed in Key Stage 3 when compared to literacy intervention.</p> <p>When based on the question level analysis, Maths based PSAs will be able to target individual gaps in learning by working with individuals or small groups.</p> <p>Educational Endowment Foundation Research into effective strategies have both detailed that effective feedback and marking is an effective, low cost strategy for accelerating the progress of targeted learners.</p>	<p>QLA completed from KS2 SAT's with clear gaps identified. The Maths Lead Practitioner planned intervention programmes based on gaps in knowledge identified from QLA and gaps in initial base line tests. The purchase of MyMaths was used as a platform for devising individualised tasks to ensure there was a clear focus on the pupil's own weaknesses.</p> <p>Pupils have made expected progress and 72% are now working at the expected level in Maths.</p>
Form period twice a week used to support pupils in year 7 who would benefit from individual support	<p>PSAs were trained to deliver an intensive personalised intervention programme using a range of material inc Power of Ten, Mymaths and a catch up programme designed to target expected outcomes for end of year 7.</p>	<p>KS2 QLA and initial assessment in year 7 was used to inform which programme was best suited for the individuals. This small but often practice improved the pupil's attitudes to Maths and allowed them feel more confident in their timetabled Maths lessons.</p> <p>Pupils have made expected progress and 72% are now working at the expected level in Maths.</p>

<p>Mathematics Lead Practitioner to support quality first teaching and effective intervention within Mathematics, to include those not working at the expected standard on entry. A key area for focus will be LA and SEN pupils and accelerating their progress in Mathematics.</p>	<p>Early identification and intervention will ensure that appropriate strategies can be implemented to accelerate progress and reduce differences. Outcomes from 2017-18 show this to have been an effective strategy.</p>	<p>QA processes showed that the vast majority of teaching and learning was at least good. Where gaps in knowledge were identified strategies were put in place. QLA of KS2 SATs showed areas to focus on and adjustments to the scheme of work was necessary to target certain areas. Baseline tests showed that a large number of pupils were working below expected level at the start of year 7 and so Quality First Teaching and intensive QA monitoring continued throughout the year</p> <p>By Easter 85% of pupils were in line with expected standards from the end of KS2. The proportion of pupils on track in year improved throughout the year</p>
<p>Support from the Federation Lead for Mathematics to support effective analysis of KS2 SAT results (question level analysis) and thus to enable individualised effective strategies to accelerate progress and close gaps.</p>	<p>NFER research states that accurate analysis of data to ensure strategies are appropriately targeted is an effective means of accelerating progress.</p>	<p>Federation Lead for Mathematics & Mathematics Curriculum Leader worked closely with Mathematics Lead Practitioner to identify gaps and put an intervention plan in place to close these gaps.</p> <p>Mathematics Lead Practitioner implemented a range of intervention with pupils with different levels of need in order to have the maximum amount of impact on outcomes. As a result 62% of the Catch Up Pupils have made expected progress and 72% are now working at the expected level in Maths</p>

Other Support: Impact 2018-19

Other Support 2018/19		
Chosen action / approach	What is the evidence and rationale for this choice?	Impact
Development of Y6 Transfer and Transition supported by the Senior Leadership Team.	The DfE guidance 'Literacy and Numeracy catch-up strategies' recognises the importance of effective Transition particularly for disadvantaged pupils. Transition will be strategically led with emphasis on early identification, intervention and curriculum.	Primary Leads for English and Maths are now working strategically (collaboratively) with Secondary Leads focusing on the QLA data to identify what Pupils can do well and what they need to develop. As a result Middle Leaders (Primary and Secondary) have reviewed and adapted their curriculum offers to ensure that it meets the needs of the learners. As part of this Y6 pupils attended a series of English, Maths and Science lessons over a 4 week transition period. As a result 71% of the year 7 cohort have met the expected standard English and 85% in Maths.
Development of subject specific PSAs classroom Practice to allow for more effective in class support and improved questioning and scaffolding.	The NFER seven building blocks state that effective deployment of staff and highly skilled PSAs can accelerate the progress of learners. The DISS Report, 2008 and the subsequent MITA Project identifies Effective Questioning and Scaffolding as key components in effectively supporting Pupils with additional needs or difficulties.	Staff voice and Quality Assurance has highlighted that PSA's are confident in questioning pupils enabling them to think more deeply about their learning. Prioritisation of task completion is starting to be replaced with the quality of work and CPD this year will focus on PSA Practice based on the MITA Project and the Wider Pedagogical Role Model. PSA's are now embarking on a programme of CPD aimed at developing effective questioning and scaffolding which will allow them to better support pupils in the classroom.
The continued employment of a secondary Additional Needs Co-ordinator to allow for targeted data analysis and rapid action to improve outcomes.	The Academy has a trend of high levels of SEND and LA learners. There is a high correlation between LA/SEND learners and Cath Up Pupils. A co-ordinated approach is needed to ensure that individualised planning is in place to ensure that the progress of these learners is good. Staff CPD is needed to ensure a collaborative and consistent approach across all subjects.	The Secondary Additional Needs Co-ordinator works across departments and supports curriculum leaders and classroom teachers by implementing specific teaching strategies to support our SEN Learners. Specialist testing is also used to identify Pupils barriers to learning and pupil profiles are designed to inform quality first teaching and learning to overcome these. The curriculum is adapted, where necessary, to ensure the needs of SEND learners are effectively supported.

<p>EAL Co-Ordinator to support oral and language development in pupils in both the Primary and Secondary phase.</p>	<p>There is some correlation between the EAL pupils at the Academy and those entering Year 7 below the expected standard. The role of the EAL co-ordinator will be to work with parents and families, to complete baseline assessments, work with the child to develop language and communication skills and with staff to ensure that planning is appropriate and progress is made.</p>	<p>The EAL co-ordinator works with parents and families, to complete baseline assessments, work with the child to develop language and communication skills and with staff to ensure that planning is appropriate and progress is made. The average progress and attainment of EAL pupils in KS3 is in line or above non EAL. At KS4 EAL pupils are significantly above non EAL with regards to progress.</p>
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Planned use of the Catch-Up Funding 2019/20

The decisions on strategies for 2019/20 are based on a review of those strategies that had most impact in 2018-19 using the progress data of the cohort receiving Catch-up funding support. Each new cohort is reviewed to also take into account SEN status and whether pupils receive disadvantaged funding. Outcomes from ASP (Analysing School Performance) service which allows detailed analysis of question level answers from the 2019 SATs will ensure that appropriate strategies are chosen at an individual pupil level.

Literacy Planned Intervention 2019-20

Targeted Literacy Support 2018/19			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
English KS3 Lead to support and co-ordinate intervention within English, to include those not working at the expected standard on entry.	The DfE guidance for Literacy and Numeracy Catch Up Strategies (2012/18) identified the importance of, monitoring progress, early Intervention and feedback as effective strategies which are beneficial for low attainers. Early identification and intervention will ensure that appropriate strategies can be implemented to accelerate progress and reduce differences. Outcomes from 2017-18 show this to have been an effective strategy.	English QA Cycle. Data Analysis. Book Reviews. Pupil Voice. ADP.	MG MN SH CB
Re-introduction of Catch Up Literacy intervention Programme for some identified pupils.	Catch Up Literacy is, as recommended by the DfE Rose Review 2006, a Structured Synthetic Phonics style Programme with proven impact at secondary level (RG of 2.01). Recommended by the DfE guidance 'Literacy and Numeracy catch-up strategies' 2012/18. A review of the implementation from 2017-18 will help secure a positive impact.	English QA cycle. Data Analysis. Pupil Voice. Book Reviews4 Reading age analysis	MN TPS Int Lead CB
Continuation of Fresh Start Read Write Inc Intervention Programme for Identified Pupils.	Fresh Start is, as recommended by the DfE Rose Review 2006, a Structured Synthetic Phonics style Programme with proven impact at secondary level (Effect Size of 0.34). Recommended by the DfE guidance 'Literacy and Numeracy catch-up strategies' 2012/18. The programme also supports group intervention making it cost effective. 2018-19 RG 3.2	Following the EEF Guidance Report - Putting Evidence to Work: A Schools Guide to Implementation. Fresh Start Training/CPD English QA cycle. Data Analysis. Pupil Voice. Book Reviews4 Reading age analysis	MN SH CB

Small group and individual extraction to allow for greater individualised teaching and higher levels of feedback to accelerate progress.	Using the question level analysis, subject specialists and English based PSAs will be able to target individual gaps in learning by working with individuals or small groups. The Educational Endowment Foundation Research into effective strategies has detailed that effective feedback and marking is an effective, low cost strategy for accelerating the progress of targeted learners.	English QA cycle. Data Analysis. Pupil Voice. Book Reviews.	SH CB
Accelerated Reader Scheme – to be developed to track the ongoing progress of pupil groups including those working below the expected standard of reading at the start of Year 7.	2018-19 outcomes for the Accelerated Reader Scheme show improvements in reading ages where children have read on a daily basis. Pupil and parental voice show that the scheme is enjoyed by many pupils and the reading log supports parental engagement.	Accelerated Reader data analysis. Pupil Voice. Learning Walks of reading time.	SH CB JMF
Academy Librarian to continue to include reading intervention strategies for those not working at the expected standard on entry. Breakfast reading club – pupils who wish to read before registration can come into school for breakfast and to read within the Year Base.	There was clear evidence from 2018-19 that daily reading impacted positively on reading ages (Ratio Gain of 2.14 for the whole Y7 Cohort).	Accelerated Reader analysis. Pupil Voice. Learning Walks of the library.	SH CB JMF
Introduction of a paired reading scheme (Toe by Toe) to target pupils who fall just below their chronological reading age and require additional support.	The OECD defines literacy across six levels. People with Level 1 or below literacy skills are considered to have very poor literacy skills, while Level 3 is considered the minimum literacy skills required for coping with everyday life. Toe by Toe is an intervention with proven impact (Brooks 2007). Ensuring pupils achieve a Level 3 standard will enable them to cope in everyday life.	Accelerated Reader data analysis. CPD and Training for delivery Pupil Voice. Learning Walks of reading time.	MN CB JMF

Numeracy Planned Intervention 2019-20

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Re-introduction of Catch Up Numeracy Intervention Programme for identified pupils.	The DfE guidance for Literacy and Numeracy Catch Up Strategies (2012) identified the importance of, monitoring progress, early Intervention, 1:1 Intervention and feedback as effective strategies which are beneficial for low attaining Pupils. Catch Up Numeracy incorporates the above strategies and evidence based research identifies that Learners in Years 7 - 10 who received Catch Up Numeracy support for an average period of 5 months achieved average Number/Maths Age gains of 15 months (a mean ratio gain of 3.0).	Maths QA cycle. Data Analysis. Pupil Voice. Book Reviews	MN DG CCo
Continuation of My Maths bespoke Intervention programme for identified Pupils	The DfE guidance for Literacy and Numeracy Catch Up Strategies (2012) identified the importance of, monitoring progress, early Intervention, 1:1 Intervention and feedback as effective strategies which are beneficial for low attaining Pupils. This intervention will be in small groups allowing more Pupils to benefit from the additional intervention for x1hr extra per week.	Maths QA cycle. Data Analysis. Pupil Voice. Book Reviews	DG CCo

<p>Triad and small group support to enable individualised feedback and marking to accelerate progress.</p>	<p>Research from Ofsted: The Wasted Years indicates that gaps in numeracy is often left unaddressed in Key Stage 3 when compared to literacy intervention. When based on the question level analysis, subject specialists and Mathematics based PSAs will be able to target individual gaps in learning by working with individuals or small groups. Educational Endowment Foundation Research into effective strategies have both detailed that effective feedback and marking is an effective, low cost strategy for accelerating the progress of targeted learners. Positive 2017-18 Impact.</p>	<p>QA Cycle. Lead Practitioner feedback. Passport Mathematics Outcomes (if appropriate). Data Analysis.</p>	<p>DG CCo</p>
<p>Mathematics Lead Practitioner to support quality first teaching and effective intervention within Mathematics, to include those not working at the expected standard on entry.</p>	<p>Early identification and intervention will ensure that appropriate strategies can be implemented to accelerate progress and reduce differences. Outcomes from 2017-18 show this to have been an effective strategy.</p>	<p>T&L outcomes and evaluation. SEN RAP.</p>	<p>DG CCo</p>
<p>Support from the Federation Lead for Mathematics to support effective analysis of KS2 SAT results (question level analysis) and thus to enable individualised effective strategies to accelerate progress and close gaps.</p>	<p>NFER research states that accurate analysis of data to ensure strategies are appropriately targeted is an effective means of accelerating progress.</p>	<p>Mathematics QA Cycle. Federation Mathematics Lead Reports. Intervention mapping.</p>	<p>DG DDR</p>

Other Planned Interventions 2019-20

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Continuation of Y6 Transfer and Transition supported by the Senior Leadership Team.	The DfE guidance 'Literacy and Numeracy catch-up strategies' recognises the importance of effective Transition particularly for disadvantaged pupils. Transition will be strategically led with emphasis on early identification, intervention and curriculum.	QA reviews RAP Meetings Data Analysis – use of ASP QLA	AMA MN AT Eng and Ma Leads
Continuation of subject specific PSAs classroom Practice to allow for more effective in class support and improved questioning and scaffolding.	The NFER seven building blocks state that effective deployment of staff and highly skilled PSAs can accelerate the progress of learners. The DISS Report, 2008 and the subsequent MITA Project identifies Effective Questioning and Scaffolding as key components in effectively supporting Pupils with additional needs or difficulties.	Departmental QA Cycles. Book Reviews. Pupil Voice. PSA Appraisal PSA Observations	MN TPS
The employment of a secondary Intervention Lead to allow for targeted data analysis and rapid action to improve outcomes (Assess, Plan Do, Review).	The Academy has a trend of high levels of SEN and LA learners: A co-ordinated approach is needed to ensure that individualised planning is in place to ensure that the progress of these learners is good. Staff CPD is needed to ensure a collaborative and consistent approach across all subjects.	CPD calendar. QA cycles. Intervention mapping. Middle Leader meeting minutes.	MNE TPS Int Lead
EAL Co-Ordinator to support oral and language development in pupils in both the Primary and Secondary phase.	There is some correlation between the EAL pupils at the Academy and those entering Year 7 below the expected standard. The role of the EAL co-ordinator will be to work with parents and families, to complete baseline assessments, work with the child to develop language and communication skills and with staff to ensure that planning is appropriate and progress is made.	EAL QA/Review EAL Report. Data analysis.	MNE SW