

Catch-up Premium Strategy 2018/19

1. Summary information					
School	Saint Bede's Catholic High School, Lytham				
Academic Year	2018/19	Total Catch-up Premium budget	£7900 (est)	Date of most recent review	24 th May, 2018.
Total number of pupils	819	Number of pupils eligible for support	20 Reading 30 Maths 13 for both	Date for next internal review of this strategy	4 th Oct, 2018.

2. Current attainment		
	Pupils eligible for Catch-up Premium	Number of pupils on roll in Year 7
Pupils with scores of below 100 on KS2 Reading paper	20	165
Pupils with scores of below 100 on KS2 Mathematics paper	30	

3. Barriers to future attainment (for pupils eligible for Catch-up Premium)		
In-school barriers		
A.	Low level of reading skills with pupils attaining less than 100 in the Reading paper of the KS2 tests.	
B.	Low level of numeracy skills with pupils attaining less than 100 in their KS2 Mathematics tests.	
Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	An improvement in the attainment of pupils eligible for support from the Catch-up Premium as measured by reading ages/scores.	Over 60% of pupils increasing reading age to match chronological age by June 2019. SIMS screening results, Progress Tests and progress against GCSE target grade ranges.
B.	An improvement in the clarity and accuracy of pupils' written responses to reading questions in the 4 Progress Tests and internal and external assessments.	Progress Tests, internal examinations, work scrutiny and progress against GCSE target grade ranges.
C.	An improvement of the attainment of pupils in numeracy as measured by their scores in the 4 Progress Tests and internal and external assessments.	Over 80% of pupils reaching required standard in test by June 2019. Progress Tests and progress against GCSE target range.

4. Planned expenditure					
Academic year	2018/19				
Improving reading skills and numeracy skills					
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 Pupils to attain scores in their reading ages that reflect strong progress (over 60% improving their scores by at least one year).	<ul style="list-style-type: none"> Screening via SIMS to measure reading and spelling ages at the start, middle and end of Year 7. Support for small groups of pupils and individuals through: support in English for set 7b/3 (<i>19 out of the 20 eligible pupils are in this set</i>) and withdrawal from lessons by an HLTA attached to the English department and other LSAs. Programme of additional reading support with Year 10 pupils in am registration. 	<ul style="list-style-type: none"> To provide an accurate and objective baseline for attainment in reading at the start of Year 7 using SIMS and to diagnose specific learning difficulties with additional screening. Success with last year's cohort with 12 pupils (out of 24) improving their reading age to match chronological age and 9 by at least two years. For spelling, 20 matched chronological age and 15 by at least two years. To ensure that the reading habit is well-established with older pupils being effective role models. 	<ul style="list-style-type: none"> By reviewing scores in reading tests when pupils retested at the middle and end of the school year. By reviewing marks awarded in end of year internal examinations. 	Assistant Headteacher, SENCO Progress Leader for English	February 2019 May 2019
B Pupils able to write with greater clarity and accuracy to improve their response to reading questions in internal and external assessments.	<ul style="list-style-type: none"> Specialist support from an experienced Occupational Therapist for individual pupils where required. 	<ul style="list-style-type: none"> Pupils provided written answers to respond to the questions on the KS2 Reading paper and will do so in their GCSE English Language/Literature exams in Year 11. The clarity and accuracy of their responses will affect their marks. 	<ul style="list-style-type: none"> By reviewing clarity and presentation of responses to reading in exams and other assessments. Evidence in work scrutiny specifically for Catch-up Premium pupils 2 times per year. 	Assistant Headteacher, SENCO	Work scrutiny February 2019 May 2019

<p>C Pupils to make strong progress in developing numeracy skills with at least 65% being on target to meet GCSE target range by final review point (May)</p>	<ul style="list-style-type: none"> HLTA appointed to support mathematics with pupils withdrawn for numeracy support together with in-class support for identified classes (7b2 and 7b3). 	<ul style="list-style-type: none"> There is much evidence to show that small group and individual intervention is highly effective in improving the accuracy of skills. Success with last year's cohort (91.6% reached expected level at end of the year) 	<ul style="list-style-type: none"> By reviewing attainment at the middle and end of the year. 	<p>Assistant Headteacher, Progress Leader for Mathematics.</p>	<p>February 2019</p> <p>May 2019</p>
<p>Total budgeted cost</p>					<p>£7,900 est</p>