

Plymstock School

Year 7 Catch Up Programme Action Plan 2019-20

Introduction - How Plymstock School uses the year 7 Literacy and Numeracy catch-up premium

We have identified pupils who need extra support from the year 7 catch-up premium, so we can decide the best way to use the funding.

Plymstock School has used the question level analysis function (QLA) in the Analyse School Performance (ASP) service to identify specific areas to focus on with the year 7s who haven't reached the expected standard in key stage 2 tests.

QLA gives a breakdown of individual pupils' performance in each question and element of the three KS2 tests:

- Reading
- English grammar and punctuation
- Spelling only
- Mathematics, all papers combined and as individual papers

The last two years' data for students below the KS2 benchmark on entry:

Pupil Profile 2018-19 below KS2 benchmark on entry			
Number of students			
Benchmark		English Reading	Maths
A	PK	2	3
B	80≤SS<85 & HNM	5	0
C	85≤SS<90 & HNM	5	7
D	90≤SS<95 & HNM	13	15
E	90≤SS<95 & EXS	3	1
F	95≤SS<100 & HNM	18	20
G	95≤SS<100 & EXS	16	14
H	SS≥100 & HNM	7	6
Total		69	66

Pupil Profile 2019-20 below KS2 benchmark on entry			
Number of students			
Benchmark		English Reading	Maths
A	PK <i>Reading or Writing/ Maths</i>	12	4
B	80≤SS<85	5	2
C	85≤SS<90	10	11
D	90≤SS<95	11	11
F	95≤SS<100	42	27
H	SS=100	19	4
Total		99	59

Key:

SS Scaled Score

2018-19 Teacher Assessments – for Reading and Mathematics: PK Pre Key Stage 2, HNM has Not met Expected Standard and EXS has met Expected Standard

No Reading or Maths Teacher Assessments for 2019-20

Note: categories E and G are not used in 19/20 due to the lack of Teacher Assessments for Reading and Mathematics

We are selecting programmes and approaches that we know, and research shows, are effective. For example, we are using the funding to pay for: individual tuition, intensive small-group tuition and external services and materials.

Outcomes

Pupil Profile 2018-19 below KS2 benchmark on entry				
The number of students achieving Excellent or Expected Progress by the end of Yr7 in English				
Benchmark		Number of students Sept 2018	Number of students Sept 2019	Progress Excellent & Expected
A	PK	2	3	2
B	80≤SS<85 & HNM	5	8	5
C	85≤SS<90 & HNM	5	4	3
D	90≤SS<95 & HNM	13	13	9
E	90≤SS<95 & EXS	3	3	3
F	95≤SS<100 & HNM	18	18	14
G	95≤SS<100 & EXS	16	20	20
H	SS≥100 & HNM	7	7	3
Total		69	77	59(77%)

Pupil Profile 2018-19 below KS2 benchmark on entry				
The number of students achieving Excellent or Expected Progress by the end of Yr7 in Mathematics				
Benchmark		Number of students Sept 2018	Number of students Sept 2019	Progress Excellent & Expected
A	PK	3	3	3
B	80≤SS<85 & HNM	0	0	0
C	85≤SS<90 & HNM	7	8	7
D	90≤SS<95 & HNM	15	14	13
E	90≤SS<95 & EXS	1	4	2
F	95≤SS<100 & HNM	20	22	21
G	95≤SS<100 & EXS	14	13	13
H	SS≥100 & HNM	6	7	6
Total		66	72	65 (90%)

Plymstock School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. This document details the proposed spend of the Literacy and Numeracy catch-up funding for 2019/20 and how we believe it will close the achievement gap.

Allocation and Budget	
Key Priority	Expected Outcomes
<ul style="list-style-type: none"> All targeted students will have a standardised reading score between 95 and 102 by the end of Year 9. To ensure all pupils make progress in literacy and numeracy from the baseline test when they arrive. 	<ul style="list-style-type: none"> Improved levels of engagement Improved levels of progress Improved levels of attainment Improved levels of attendance Success for all
Amount Allocated 2018-19	£21,463.00
Amount Allocated 2019-20	£21,463.00 to be confirmed in March 2020
Breakdown of the budget	
Grant	£21463.00
Carry forward from 2018/19	£3773.85
TLR3 to coordinated and monitor Action Plans	£2560.00
Generic costs, such as photocopying	£122.85
Literacy	£14997.50
Numeracy	£7556.50
Intensive Support Programme (also funded from separate budget)	£0.0
Balance	£0.00

The key objective: Every Y7 pupil is ‘Secondary ready’ in English and Maths by the end of Year 7.

Evaluation Criteria:

1. Catch-up funding pupils identified and Literacy and Numeracy interventions deployed from the Autumn term.
2. Target pupils tracked as a discrete group termly and data entered onto tracking system in line with deadlines.
3. 95% of Y7 pupils who receive this support secure a positive improvement (10+) in their STAR maths NR Scaled Score by the end of the academic year in Maths and (10+) in their STAR reading NR Scaled Score by the end of the academic year in Reading.
4. Those students who receive the Intensive Support Programme make progress towards “secondary ready” skills in both their literacy and numeracy.

How we will achieve this: Intervention	Rationale
1. Literacy support: Full Literacy Catch Up Action plan DAB/SAO/KTB	To deploy a graduated programme of Reading to ensure 90% of pupils have a NRSS of 95 or higher. In addition to ensure 90% of targeted Y7 pupils meet the school minimum attainment thresholds in their English pathway by July 2020.
2. Numeracy support Full Numeracy Catch Up Action plan KAM/LRD	To deploy smaller bottom set Y7 Maths class, to ensure 95% of targeted Y7 pupils meet the school minimum attainment thresholds in their Mathematics pathway by July 2020, by achieving the Plymstock benchmark for mastery (%) in their end of Year 7 Mathematics examination.
3. Intensive support programme Full ISP Catch Up Action Plan AMP/TVS	To introduce an intensive support programme to a small group of students who were assessed as working below their Key Stage at the end of KS2 and who have reading ages of 6 years or less.

Full Action Plans

Action	Sutton Trust EEF Research	Lead	Timescale	Cost	Success criteria	Monitoring
<p>Closing the reading age gap – Reading Mentor Programme</p> <p>Library led intervention - reading (peer) mentors and library staff to discuss reading when completing Reading Challenge booklets.</p> <p>Students with the lowest reading scores are selected to have Year 8 Reading Mentors. The most able readers in Year 8 are selected and trained to help with comprehension and word recognition and decoding.</p> <p>The Reading Mentor Programme is run by the Library and takes place during the 30 minutes of DEAR time.</p> <p>The students chosen have the lowest NRSS. Some have a higher KS2 scaled score, the difference is a concern, students to be monitored closely.</p>	<p>Reading comprehension strategies: +5 months</p> <p>Peer tutoring: +5 months</p> <p>Collaborative learning: +5 months</p> <p>Individualised instruction: +2 months</p> <p>Mentoring: +1 month</p>	<p>RH DAB SAO SENCo</p>	<p>Sept 2019 to July 2020</p>	<p>£2,500 already allocated to the library for planned reading intervention and reading resources</p>	<p>Students are tested when needed and if their NRSS has improved significantly they return to DEAR time in class.</p> <p>90% of students make 6 months' progress in reading age after 6 months of reading intervention.</p> <p>90% of targeted Y7 pupils meet the school minimum attainment thresholds in their English pathway by July 2020.</p>	<p>Student reading log books record progress, reading will also contribute to Accelerated Reader quizzing.</p> <p>Monitoring of reading is available through the records in the student's Reading Challenge booklet, library records and the library displays of progress with the Reading Challenge.</p> <p>RH, DAB, KTB & SAO.</p> <p>Monitoring of the progress and attainment of students is in line with autumn, spring and summer data checks – HOY, HODs, RFW, LLD.</p>
<p>Closing the reading age gap – Guided Reading Group – Library</p> <p>A small, adult led intervention group using guided reading and comprehension strategies. This group takes place during the DEAR time, in the Library. (Not currently in place because students are taking part in the Intensive Support Programme. Will be used when staffing allows.)</p>	<p>Reading comprehension strategies: +5 months</p> <p>Individualised instruction: +2 months</p> <p>Mentoring: +1 month</p>	<p>RH Year 7 tutors</p>	<p>Sept 2019 to July 2020</p>	<p>£2,500 allocated to the library for planned reading intervention and reading resources</p>	<p>Students are tested when needed and if their NRSS has improved significantly they return to DEAR time in class.</p> <p>90% of students make 6 months' progress in reading age after 6 months of reading intervention.</p>	<p>Close monitoring by adult leading the group. Accelerated Reader quizzes and reading challenge booklets will be monitored by English teachers and Library staff.</p> <p>Monitoring of reading is available through the records in the student's Reading Challenge booklet, library records and the library displays of progress with</p>

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					90% of targeted Y7 pupils meet the school minimum attainment thresholds in their English pathway by July 2020.	the Reading Challenge. RH, DAB, KTB & SAO. Monitoring of the progress and attainment of students is in line with autumn, spring and summer data checks – HOY, HODs, RFW, LLD.
<p><i>Closing the reading age gap – Year 7 Tutor Group Reading Challenge</i> Students read books to contribute to Tutor Group totals.</p>	<p>Reading comprehension strategies: +5 months</p> <p>Individualised instruction: +2 months</p> <p>Mentoring: +1 month</p>	RH Year 7 tutors	Sept 2019 to July 2020	£350 £2,500 allocated to the library for planned reading intervention and reading resources	<p>Students contribute an appropriate number of books per term. This may depend on the length of books accessible to students.</p> <p>90% of targeted Y7 pupils meet the school minimum attainment thresholds in their English pathway by July 2020.</p>	<p>Tutors to monitor students' reading and help to encourage and suggest books. Contact home should be made about concerns and if students are not contributing to the challenge. Monitoring of reading is available through the records in the student's Reading Challenge booklet, library records and the library displays of progress with the Reading Challenge. RH, DAB, KTB & SAO. Monitoring of the progress and attainment of students is in line with autumn, spring and summer data checks – HOY, HODs, RFW, LLD.</p>

Action	Sutton Trust EEF Research	Lead	Timescale	Cost	Success criteria	Monitoring
<p><i>Closing the reading age gap</i> To improve the literacy skills of all Year 7 students through the use of: the Accelerated Reader Programme within English classes Students with low reading ages are identified through the Star Reading Test data (NRSS score) and given additional support either through group or individual reading programme. All Year 7 classes have one dedicated Accelerated Reader lesson every fortnight. During this time students can read and take AR quizzes. Students are also encouraged to take quizzes in their own time. Reading aloud during DEAR sessions. TAs have been directed to listen to readers, rather than model reading as has been the case in previous years. 30 minutes of daily reading within lessons for all Year 7 students. Students to have daily reading with the library team/a Year 8 peer mentor/TA during 30 minute reading session. Support will be provided either independently or in small groups e.g. a group of 3 students to 1 TA.</p>	<p>Peer tutoring: +5 months</p> <p>Reading comprehension strategies +5 months</p> <p>Collaborative learning: +5 months</p> <p>Individualised instruction: +2 months</p> <p>Mentoring: +1 month</p>	<p>DAB SAO KTB RH</p>	<p>Sept 2019 to July 2020</p>	<p>£31,000 for 3 year licence</p> <p>£9245 this year's contribution split between Literacy and Numeracy (Literacy £6163)</p>	<p>All students will have an average accuracy score of 85% or above by the end of Year 7. Teachers will intervene and support students who do not achieve this benchmark.</p> <p>90% Students make an additional 5 months' progress in reading age after 6 months of intervention.</p> <p>90% of targeted Y7 pupils meet the school minimum attainment thresholds in their English pathway by July 2020.</p> <p>All Students are expected to fully engage with the AR system. Evidence in Reading Challenge booklets of quizzes taken regularly and within students' ZPD. Teachers will monitor that they are quizzing regularly enough in relation to the types of books that they read.</p> <p>90% of targeted pupils will improve on their Star Reader NRSS, their NGRT standardised scores <u>or</u> their Reading Age data.</p>	<p>Class teachers will monitor students' Reading Challenge booklets and the AR data online. TAs record who they have heard read on a central document. Concerns are recorded here. Students will be rewarded for successes and teachers will intervene if quizzes are not accurate enough, if books that are chosen are inappropriate to the students' level or if quizzes are not being taken regularly enough. SAO to provide end of year reading report. Monitoring of the progress and attainment of students is in line with autumn, spring and summer data checks – HOY, HODs, RFW, LLD Each HoD to produce a termly strategic summary report to SLT on the achievement, progress and associated effectiveness of support and interventions for each year group, which includes Catch Up students – RFW and HOD</p>

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<p><i>Closing the literacy age gap</i></p> <p>'Literacy Leaders' Club' for targeted Year 7 students (twice a week after school on Mondays and Thursdays in the library). Year 7 Invitation only after-school directed literacy to build their literacy skills and knowledge in grammar, punctuation and comprehension.</p>	<p>Collaborative learning +5 months</p> <p>One to one tuition: +5 months</p> <p>Peer tutoring: +5 months</p>	<p>RH DAB SAO</p>	<p>Sept 2019 to July 2020</p>	<p>£900</p>	<p>90% Students make an additional 5 months' progress in reading age after 6 months of intervention.</p> <p>100% engagement with AR system.</p> <p>90% of targeted Y7 pupils meet the school minimum attainment thresholds in their English pathway by July 2020.</p>	<p>RH to monitor sessions and intervene if necessary.</p> <p>English teachers to monitor and assess class work</p> <p>Monitoring of the progress and attainment of students is in line with autumn, spring and summer data checks – HOY, HODs, RFW, LLD</p> <p>Each HoD to produce a termly strategic summary report to SLT on the achievement, progress and associated effectiveness of support and interventions for each year group, which includes Catch Up students – RFW and HOD</p>
<p><i>Closing the literacy age gap</i></p> <p>Intervention within English</p> <p>Within English students needing more intervention are taught in smaller classes, have access to different texts and are given written and oral feedback more frequently. TA support usually available.</p> <p>Catch Up Literacy</p> <p>Catch Up Literacy is a new intervention programme that was introduced 2017-18. KR, HTLA, runs the Literacy package. The programme follows a very strict structure.</p> <p>The Lit Programme</p>	<p>Collaborative learning: +5 months</p> <p>One to one tuition: +5 months</p> <p>Peer tutoring: +5 months</p>	<p>DAB KTB SAO</p>	<p>Sept 2019 to July 2020</p>	<p>Twinkl £949 split between Literacy and Numeracy (Literacy £474.50)</p>	<p>90% Students make an additional 5 months' progress in reading age after 6 months of intervention.</p> <p>100% engagement with AR system.</p> <p>90% of targeted Y7 pupils have a reading age no less than 6 months below their chronological age by July 2020.</p> <p>90% of targeted Y7 pupils meet the school minimum attainment thresholds in their English pathway by July 2020.</p>	<p>Monitoring of the progress and attainment of students is in line with autumn, spring and summer data checks – HOY, HODs, RFW, LLD,</p> <p>Work scrutiny shows that students can apply new learning strategies to a number of subjects across the curriculum.</p> <p>Each HoD to produce a termly strategic summary report to SLT on the achievement, progress and associated effectiveness of support and interventions for each year group, which includes Catch Up students – RFW and</p>

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An additional provision is provided (e.g. The LIT Programme) for students working below 'Expected'. In 2019-20 it is planned this provision will be delivered in the two lower attaining sets.					100% will improve on their NRSS score.	HOD
Closing the literacy age gap Literacy Intervention within MFL Students in the lowest MFL sets will have 3 lessons of Literacy per fortnight. Topics will cover vocabulary, spelling, sentences and punctuation, text organisation, reading skills, writing forms and purposes. Curriculum content: Words, Spelling and Academic Vocabulary, Sentence and punctuation. Paragraphs, The 4 Super Skills & Information Retrieval, Text Types, Sentences & Punctuation Take Two! Twinkl - Differentiated lessons provided to accommodate students who were working at Pre-KS2 levels to ensure all students make progress during their time at Plymstock.	Reading comprehension strategies: +5 months Collaborative learning: +5 months Individualised instruction: +2 months	SAO NJB SENCo	Sept 2019 to July 2020		Cross-curricular improvement in Literacy skills helps to ensure 90% of targeted Year 7 pupils meet their pathway in more Literacy based subjects. 90% of targeted Y7 pupils meet the school minimum attainment thresholds in their subject pathways by July 2020.	Work Scrutiny to be carried out by SAO. Regular monitoring and revising of SOW. Monitoring of the progress and attainment of students is in line with autumn, spring and summer data checks – HOY, HODs, RFW, LLD Each HoD to produce a termly strategic summary report to SLT on the achievement, progress and associated effectiveness of support and interventions for each year group, which includes Catch Up students – RFW and HOD
Author visit for Year 7. Reading Festival Week, including resources (reading books) for whole of Year 7 and books linked to author visit/certificates for reading / World Book Day promotions	Arts participation: +2 months	RH		£1,000 (Includes author's fees, books, travel) £600	Building cultural capital by increasing exposure to a variety of motivational and inspiring teenage authors. Increased awareness of topical issues, cultures and literary styles. Increased use of Library resources and participation in feedback letters.	Regular monitoring RH, AS, CE and SAO.

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<p>Librarian to deliver reading interventions and coordinate/monitor the reading tests and reading data.</p>	<p>Reading comprehension strategies: +5 months</p> <p>Collaborative learning: +5 months</p> <p>Individualised instruction: +2 months</p>			<p>£2,000 (+£560 for on-costs 28%)</p>	<p>All students in Year 7 will have an NRSS between 92 and 105.</p> <p>100% engagement with AR system.</p> <p>Comprehensive data gathering across all year groups, with a particular focus on students in the 'catch up' group.</p> <p>Improved efficiency of testing system.</p>	<p>RH to analyse individual scores to inform student interviews and mentoring.</p> <p>RH and SAO Each produce a strategic summary report to SLT on the achievement, progress and associated effectiveness of support and interventions for each year group, which includes Catch Up students.</p>
<p>Motivational literacy rewards for improvement of whole school literacy – Star Badges for students in Year 7. Awarded to show progress, effort, reading independence, reaching targets, persistent and continued reading, perseverance, self-challenge, commitment to seeking a variety of genres, comprehension.</p>	Reward based	RH	Sept 2019 – July 2020	£450	<p>Improvement in whole school reading and comprehension. Embedded, habitual reading throughout KS3.</p>	<p>CE to work with English staff in delivering awards to students.</p>

Action	Sutton Trust EEF Research	Lead	Timescale	Cost	Success criteria	Monitoring
<p>Closing the numeracy age gap</p> <p>Intervention within Numeracy Leadership</p> <p>STAR Maths - Diagnostic assessment for Year 7 students to highlight students in need of extra support.</p> <p>Numeracy ninjas completed by all Year 7 classes once a week to ensure basic numeracy skills are frequently tested and refreshed.</p> <p>Year 7 parents sent the results from the STAR Maths assessment for their information, with ideas of how they can support. Pupils with a standardised score of less than 100, provided with a Maths Watch work pack to work through both in school and at home. Extra resources purchased to support AZ pathway students where appropriate (e.g. 10mm square exercise books to work in).</p> <p>Catch Up Numeracy</p> <p>Intervention programme that was introduced in 2017-18. The programme follows a very strict structure; minutes spent on each task are set and stuck to rigidly. (Staff secondment means we don't have anyone to run this year. We could train someone else to run it.)</p> <p>PUMA tests – we are looking at the suitability of these. They may be too much for AZ pathway students. Used at Primary school level to measure progress.</p>	<p>Reading comprehension strategies: +5 months</p> <p>Collaborative learning: +5 months</p> <p>Individualised instruction: +2 months</p>	KAM LRD	Sept 2019 to July 2020	<p>Star maths: £3082.00</p> <p>Twinkl: £474.50</p> <p>All other actions and resources: £4000.00</p>	<p>At least 95% of targeted Year 7 students would meet the school minimum attainment thresholds (STO+) in their Mathematics Pathway half term tests.</p> <p>Star Maths – 95% make a positive improvement in their NRSS, Growth Scaled Scores and percentile rank.</p> <p>95% of targeted Y7 pupils meet the school minimum attainment thresholds in their Mathematics pathway by July 2019, by achieving the Plymstock benchmark for mastery (%) in their end of Year 7 Mathematics examination.</p> <p>All Year 7 students develop their numeracy skills, with more students being confident with their times tables and methods for + - × ÷.</p> <p>Students will show progress in obtaining higher “belts”, 90% to have improved by ≥2 belts of progress.</p> <p>Students will show progress in catch up assessments, 90% to have targeted Year 7 students to achieve their Mathematics Pathway.</p>	<p>Monitoring of Numeracy is available through the records in the student’s booklet, Maths records and the library displays of progress with the Ninjas. LRD, KAM</p> <p>Monitoring of the progress and attainment of students is in line with autumn, spring and summer data checks – HOY, HODs, RFW, LLD</p> <p>Each HoD to produce a termly strategic summary report to SLT on the achievement, progress and associated effectiveness of support and interventions for each year group, which includes Catch Up students – RFW and HOD</p>

Action	Sutton Trust EEF Research	Lead	Timescale	Cost	Success criteria	Monitoring
<p>Intensive Support Programme</p> <p>A small group of students taught by teachers; the curriculum targeted on:</p> <ul style="list-style-type: none"> • Reading • Writing • Oracy <p>Students identified using KS2 transfer data, Reading Age data and feedback from teachers.</p> <p>Initially these groups will be scheduled to take place in English and Modern Foreign Language time.</p> <p>It is expected that this will be a “roll on, roll off” programme.</p> <p>SOW planned in liaison with English department to ensure cohesion with KS3 English curriculum.</p>	<p>Reading comprehension strategies: +5 months</p> <p>Collaborative learning: +5 months</p> <p>Individualised instruction: +2 months</p>	AMP & TVS	Oct 2019 to January 2020	Staffing £4500.00 Resources £1000.00	<ul style="list-style-type: none"> • Star Reading shows an increase to NRSS 85 or above • Students show increased confidence in their reading skills • Students show increased confidence in their writing skills • Students show increased confidence in their oracy skills • Students are able to show sufficient progress to join their peers in Literacy subjects 	<ul style="list-style-type: none"> • NRSS reading tests used to identify the improvement in reading abilities. SAO • Writing assessed by teachers. TVS • Oracy assessed by teachers. TVS • AMP to monitor the impact of the ISP.
<p>A small group of students taught by teachers; the curriculum targeted on:</p> <ul style="list-style-type: none"> • Basic numeracy <p>Students identified using KS2 transfer data and feedback from teachers.</p> <p>Initially these groups will be scheduled to take place in maths and science.</p> <p>It is expected that this will be a “roll on; roll off” programme.</p>	<p>Reading comprehension strategies: +5 months</p> <p>Collaborative learning: +5 months</p> <p>Individualised instruction: +2 months</p>	AMP & TVS	January 2020 to April 2020	Staffing £4500.00 Resources £1000.00	<ul style="list-style-type: none"> • Star maths data shows an increase to NRSS 85 or above • Students show increased confidence in their numeracy skills • Students are able to show sufficient progress to join their peers in Numeracy subjects 	<ul style="list-style-type: none"> • Star maths data used to identify the improvement in numeracy abilities. LRD • AMP to monitor the impact of the ISP.