Minsthorpe
Community College

Pupil Premium & Catch Up Premium Action Plan 2018-2019

SUPPORT FOR ACHIEVEMENT

UNIVERSAL

TARGETTED

ACADEMIC

SPECIALIST

PASTORAL

MAXIMISING EXPECTED PROGRESS

IMPACT

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Pupil Premium Introduction

Minsthorpe Community College is a school which is larger than the National average and has over a third of the cohort who are disadvantaged, which is also a larger proportion than the national average.

We are committed to every child believing that they can achieve and use Pupil Premium funding to support each individual student to achieve their potential. Our staff invest in a core vision to 'diminish the difference', in order that <u>all</u> students can succeed and be proud of their achievements.

Impact - **Headline figures Year 11 - 2018**

Pupil Premium	National^	2018*	2017	2016
Progress 8 score average	-0.40 (+0.11)	-0.26	+0.01	-0.20
Attainment 8 score average	44.6	33.2	39.2	38.9
%9-4 (A*-C) in English and Maths	63.2%	38.0%	45.0%	31.5%
% Ebacc 4+ (achieved)	20.6%	5.6%	15.0%	7.6%

^ 2017   * Provisional
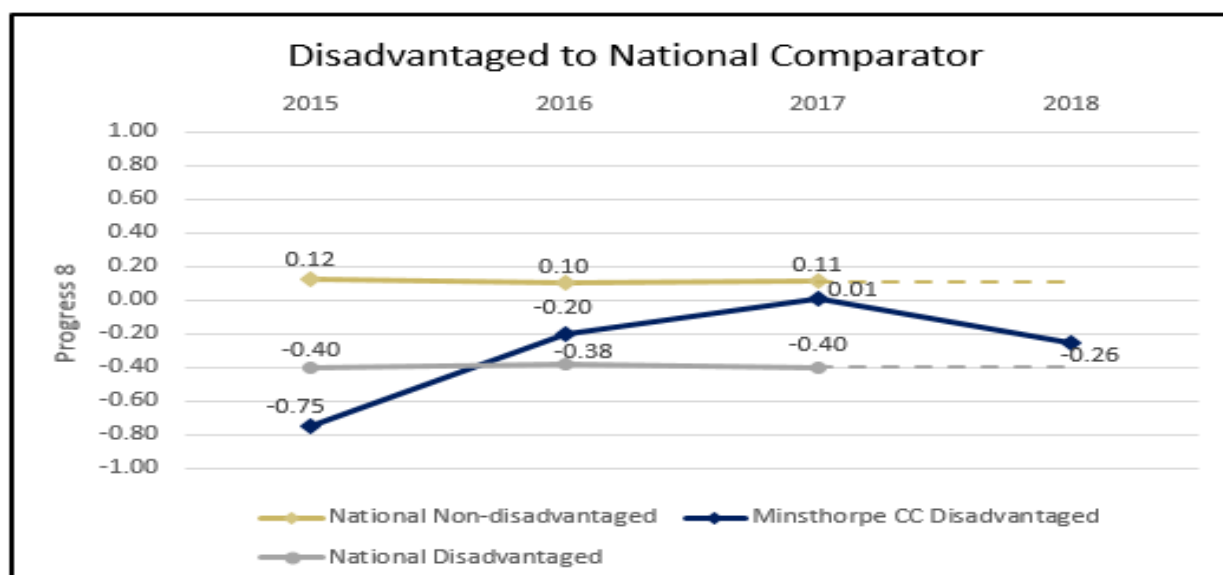
Further Impact

- **At Minsthorpe Community College disadvantaged students are making better progress than their disadvantaged peers nationally**. (National disadvantaged -0.40, Minsthorpe disadvantaged -0.26)
- In Y11 **the disadvantaged gap to national non disadvantaged reduced** from -0.87 in 2015 to -0.37 in 2018 an 57% decrease (2017 Nat ND 0.11).
- **The internal gap** between disadvantaged and non disadvantaged (-0.39) **remains well below the 2017 national gap (-0.51).**
- **2017-2018 whole College disadvantaged attendance and the attendance gap, is in line with disadvantaged National attendance.** The **attendance of disadvantaged students increased** from 89.6% in 2013-14 to 91.9% in 2017-18.
- The 2018 **disadvantaged NEET figure is impressive at 0%** (6.70% National 2017).
- **100%** of the Year 11 2018 disadvantaged cohort **stayed in education or training** and following Y13 84% of disadvantaged students made **successful progressions** in to either University, Apprenticeships or work.
- The progress of disadvantaged students across all year groups remains a key focus and this is reflected by **improved outcomes in Key Stage 3. Year 7 and Year 8 students are currently progressing in line with non-disadvantaged students.**

Pupil Premium Profile

Percentage of Pupil Premium students	36%
Number of students eligible for Pupil Premium	473
Number of Looked after children eligible for Pupil Premium	6
Number of children previously looked after/ adopted from care/ special guardianship	2
Service Child Premium	14

Cohort Profile

Year group	Cohort number	Number of disadvantaged students	Percentage of disadvantaged students
Year 7	**274**	**126**	**46%**
The percentage of disadvantaged students in this cohort has significantly increased compared with previous years. The KS2 outcomes have improved compared with previous years but they do remain 3 scaled score points behind their non-disadvantaged peers on average. The average reading age scores shows a difference of 7 months between disadvantaged and non-disadvantaged students.			
Year 8	**266**	**81**	**30%**
This year group have a relatively low proportion of disadvantaged students compared to other year groups. However, their KS2 outcomes show there was a significant gap between disadvantaged and non-disadvantaged students on entry at MCC. The average reading age scores also suggests this with a 5 month difference. The pastoral reports show the attendance of disadvantaged students is 3% lower than their peers and the proportion being excluded or having behaviour concerns is much higher.			
Year 9	**294**	**99**	**34%**
This large cohort of students have a typical proportion of disadvantaged students. Average scaled scores suggest that, while there is a gap on entry between disadvantaged and non-disadvantaged, it is smaller than other year groups. The average reading age scores, however, shows a large difference of 7 months between the two student groups. The attendance figures show disadvantaged students attend 2% less than their non-disadvantaged peers, which is a smaller gap compared to other year groups. The proportion of disadvantaged students being excluded or having behaviour concerns is much higher compared with non-disadvantaged.			
Year 10	**256**	**89**	**35%**
The percentage of disadvantaged students in this year group is in line with other year groups. In terms of prior attainment, the KS2 outcomes show these students were a sub level behind their non-disadvantaged peers. There is a 5 month gap on average reading ages between disadvantaged and non-disadvantaged students. The pastoral tracker highlights large differences between the student groups. Disadvantaged students' attendance is 4% lower than their peers, while the proportions of exclusions and behaviour incidents are significantly higher.			
Year 11	**241**	**78**	**32%**
The proportion of disadvantaged students in this cohort is slightly below the College average. KS2 outcomes demonstrate a small gap in the prior attainment of disadvantaged students compared with non-disadvantaged. The attendance of students in this cohort is a key focus for the College, with disadvantaged students attending nearly 5% less than non-disadvantaged students. The exclusion and behaviour incidents disproportionately concern disadvantaged students.			

Barriers to Learning

Our student's barriers to learning can be summarised in the following areas:

1. Reading ages below their chronological age
2. Poor attendance
3. Social and emotional issues
4. Low confidence and aspirations

In order to address these barriers to learning, the Pupil Premium budget for 2018-2019 will be focused in the following 3 main areas:

1. To use formative and summative assessment to identify underperformance across all key stages and to diminish the difference through Quality First Teaching.
2. To provide specific and bespoke support to enable students who are underperforming to make progress in line with their peers.
3. To reduce the attendance gap between disadvantaged students and their peers.

The actions in our plan are in direct response to the College data and through the knowledge and understanding of our students and the community we serve.

Pupil Premium Plan

The plan below details our key strategies to support disadvantaged students and the cost of these. However, our whole College intervention strategies exceed by far the total amount we receive for the Pupil Premium. The strategies in place to support disadvantaged students are informed by academic research (principally from the findings of Sutton Trust research).

Objective 1 - To use formative and summative assessment to identify underperformance across all key stages and to diminish the difference through Quality First Teaching.

Action a: Members of the leadership team and all middle leaders strategically plan, coordinate, manage and oversee the support available for disadvantaged students, in order that progress gaps are diminished.
Rationale: 'The choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.' EEF

Person responsible	Monitoring and Evaluation	Cost	Success Criteria
KMC	Assessment Points, Appraisal meetings, Progress meetings, IA/QA weeks	£20,118	To close the gap (or maintain no gap Y7 and 8) between MCC disadvantaged students and non-disadvantaged students nationally.

Action b: Support students Literacy skills through providing whole staff continued professional development on vocabulary, and through staff engaging with a relevant student-focussed enquiry question on vocabulary and communication.
Rationale: 'The most recent meta-analysis focusing on studies on assessment for learning indicates the gains are modest when the approach is supported with professional development.' EEF toolkit

Person responsible	Monitoring and Evaluation	Cost	Success Criteria
RME, JRE Natalie Horton	Lesson observations, Lesson visits, Work scrutiny, INSET and meeting minutes	£5227	Enquiry question reports which summarise the impact of the strategies used.

Action c: For students in years 7-9 to have an accelerated reader lesson once a week to improve their reading ages.
Rationale: 'The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.' EEF

Person responsible	Monitoring and Evaluation	Cost	Success Criteria
KGI, MMO	Star reader assessments	£6158	An increase in students reading age

Action d: Provide additional Curriculum Support through after College revision and support sessions.			
Rationale: *'programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment.' EEF toolkit*			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
CTLs	Progress Team Meetings, IA, T360	£2394	Correlation between the amounts of time spent on online resources and in intervention and the progress one score of individuals.

Action e: Support and encourage students by providing study resources (e.g. text books, Hegarty Maths, Educake) inspire students through engagement and enrichment activities.			
Rationale: *'be responsive to and creative about supporting the interests of cohorts of students as a way of increasing engagement.' Victoria Education and Training*			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
CTLs	Student voice, Attendance at enrichment and intervention sessions	£12,000	An improved progress score for the individuals who have benefited from these resources

Action f: Free music lessons to be provided by the College to year 7 students to increase confidence, self-esteem and to enable students to gain new knowledge and understanding outside the Curriculum			
Rationale: *'Musical training helps develop brain areas involved in language and reasoning. Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways.' 12 benefits of music education*			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
CKE, DJO	Student participation and feedback	£5523	Participation numbers, Effort levels, Student voice, Staff voice.

Objective 2 - to provide specific and bespoke support for individual students to enable them to make progress in line with their peers.

Action a: The College's Guidance advisor and Transition and Aspiration Raising coordinator to provide enhanced support for students in order that they make successful and appropriate transitions to the next stage of their education.

Rationale: *'Improvements in data to support informed choice will be of limited value unless accompanied by efforts to increase the interest of young people in careers and their desire to know more.' Moments of Choice*

Person responsible	Monitoring and Evaluation	Cost	Success Criteria
TDO, SLE, CJU	NEET tracking database	£14,583	Student voice, progress data, NEET figures and progression data will measure how successfully students transition on to the next stage of their education.

Action b: The Support For Achievement Mentor team to work with targeted disadvantaged students in order to reduce their barriers to learning and improve achievement.

Rationale: *'There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress' from receiving mentoring. 'EEF Toolkit*

Person responsible	Monitoring and Evaluation	Cost	Success Criteria
KMC, RSI, SFAs	Assessment points, Support for Achievement database, impact statements from students and staff Assessment Points, Appraisal meetings, IA/QA weeks	£25,393	Increased effort, attendance and attainment

Action c: To provide academic intervention for targeted disadvantaged students through intervention and P7 sessions in order increase students' knowledge, understanding and confidence.

Rationale: *'small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.' EEF Toolkit*

Person responsible	Monitoring and Evaluation	Cost	Success Criteria
CTLs	Assessment points, Support for Achievement database, impact statements from students and staff, Assessment Points, Appraisal meetings, IA/QA weeks	£33,573	To monitor the progress of mentees to raise attainment and attendance for this group of students.

Action d: To establish a range of bespoke pastoral care interventions to support students. Some of this support is in conjunction with other agencies such as Future in minds (CAMHS), School Nursing Service, Spectrum, CGL.			
Rationale: 'On average Social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and on attainment itself. EEF toolkit			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
JCO, CCTL	Support for Achievement Tracker, Pyramid of Need	£19,646	Successful case studies which demonstrate that each individual is making personal and academic progress

Action e: To provide alternative provision opportunities for disadvantaged students to enable them to make successful transitions on to the next stage of their education.			
Rationale: 'The provision of Nurture Groups (NGs) has been recognised as an effective early intervention for children with social, emotional and behavioural difficulties (SEBD). 'The high expectations of teachers in Nurture Groups can bring about amazing change' in the lives of young emotionally disturbed children.' University of Exeter thesis (Lucas, 1999).			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
DFA, STA, LHA, MMA, FWH, TMA	Whole College Pastoral Report data, Case studies, Student voice	£52,341	Successful case studies which demonstrate that each individual is making personal and academic progress

Objective 3 - To reduce the attendance gap between disadvantaged students and their peers.

Action a: To further communicate the importance of high attendance to parents and intensively track and monitor the attendance of disadvantaged students

Rationale : 'At secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.' EEF toolkit

Person responsible	Monitoring and Evaluation	Cost	Success Criteria
GNE, RYA, CCTL, ACCTL	Weekly trackers, WCPR, Student reports	£74,176	To raise the attendance for all year groups and to close the attendance gap between disadvantaged students and national non-disadvantaged.

Action b: Senior colleagues to visit targeted students homes in the college mini bus each morning who are absent in order to raise attendance and attainment.

Rationale: 'Colleges can support good attendance by making it clear that attendance is monitored all through the day and, where possible, by contacting learners immediately when they fail to attend. Contacting learners in this way is much more effective when carried out by vocational staff rather than by administrators whom the learner might not know' gov.uk/government/publications/improving-attendance-and-punctuality

Person responsible	Monitoring and Evaluation	Cost	Success Criteria
RYA, CCTL	Weekly trackers, WCPR, Student reports	£54,099	To raise the attendance for all year groups and to close the attendance gap between disadvantaged students and national non-disadvantaged

Action c: For underachieving disadvantaged, SEND Students with patterns of low attendance to receive 1-1 support from an Assistant Cross Curriculum Team Leader and rewards to be provided for students who improve their attendance. This group will be monitored at each Assessment Point and the group will be reviewed as appropriate.

Rationale: 'Behaviour support programs are one of the most effective ways to increase school attendance.' Evidence based teaching.org

Person responsible	Monitoring and Evaluation	Cost	Success Criteria
AFI, CCTL, ACCTL	Attendance statistics, weekly trackers, case studies	£32,973	To raise the attendance for this group of students and to close the attendance gap between disadvantaged students and national non-disadvantaged

Action d: To provide an alternative, small group provision to re-engage poor attenders.

Rationale: *'There is strong evidence that interventions that assist chronically absent students improve their attendance. On average, such programs increase student attendance by about one week.' (Campbell-Maynard 2012)*

Person responsible	Monitoring and Evaluation	Cost	Success Criteria
RYA, RME, AMI	Weekly trackers, WCPR, Student reports, case studies	£12,206	Successful case studies for key individual students which demonstrate increased attendance alongside re engagement.

Action e: To hold a Prom for year 11 where the main criteria to attend is a positive College attendance figure.

Rationale: *'be responsive to and creative about supporting the interests of cohorts of students as a way of increasing engagement. ' Victoria Education and Training*

Person responsible	Monitoring and Evaluation	Cost	Success Criteria
RYA, RME, AMI	Weekly trackers, WCPR, Student reports, case studies	£785	Successful case studies for key individual students which demonstrate increased attendance alongside re engagement.

Review of the impact of Pupil Premium funding

This action plan will be reviewed following each assessment point in order to focus on the impact of the strategies and alter support accordingly.

PRIORITY 1 - IMPROVE PROGRESS FOR ALL STUDENTS

JANUARY 2019 REVIEW OF IMPACT	Analysis of data at Assessment Point 1 demonstrates that years 7- 10 are all currently predicted to make better progress than disadvantaged students Nationally. It is additionally pleasing that Years 7-9 are also predicted to score above National, demonstrating that the strategies in place are removing barriers to learning and supporting students to make progress. A key focus however must be year 11 as current predictions demonstrate a widening of the disadvantaged gap in comparison to 2018 and indicates that this cohort are currently predicted to make less progress than their National disadvantaged peers. We are positive however that there is still time to close this gap through the current strategies in place. - Continuation of Y11 progress meetings to ensure all disadvantaged students are receiving bespoke support to assist them to make progress across a range of subjects. - Further analysis of the data for Y11 after the mock exams to provide a more accurate analysis of the cohort. - Bespoke meetings with the Parents of underachieving students. - Ensure that staff utilise the Intelligent Accountability systems and Teachers 360 in order to put in place specific strategies to assist disadvantaged students to make further progress. These comments will then be used during progress meetings in order that further individualised support can be put in place. - Track the intervention requests and attendance of disadvantaged students to analyse the additional support they are receiving and consider if further intervention is required.
MAY 2019 REVIEW OF IMPACT	Analysis of data at Assessment Point 2 demonstrates that years 7- 10 continue to be predicted to make better progress than disadvantaged students Nationally. Years 7-9 are also predicted to score above National (all pupils) which once again demonstrates that the strategies in place are having impact.

	The focus continues to be year 11 as current predictions demonstrate a widening of the disadvantaged gap in comparison to 2018 and indicates that this cohort are currently predicted to make less progress than their National disadvantaged peers. We remain positive that there is still time to close this gap through the current strategies in place. Another focus is year 10 as we are eager to ensure that planning is in place to ensure a smooth transition in to year 11 for all students.
12	- Bespoke Y11 progress meetings after Easter where staff will refer the students whom them are concerned will not make adequate progress. - Analysis of Y10 Intelligent Accountability in order to put in place specific strategies to assist underperforming disadvantaged students to make further progress. These comments will then be used during progress meetings in order that further individualised support can be put in place. - Start of Year 10 Progress Team Meeting schedule to ensure the targeting and intervention of students.
SUMMER 2019 REVIEW OF IMPACT	

PRIORITY 2 - DIMINISH THE DIFFERENCE

	In years 7-9 all groups of disadvantaged students (males, females, LPA, MPA, HPA, EHCP, SEN support, PA) are currently predicted to achieve above National (all pupils). In year 10 and year 11 disadvantaged males, PA and SEN support students are a key focus as they are currently making less progress than their National disadvantaged peers.
JANUARY 2019 REVIEW OF IMPACT	- Focus further on ways to engage disadvantaged boys through year office initiatives. - Continuation of attendance strategy to improve the attendance/progress of disadvantaged persistent absent students - Continuation of the SEN support strategy including discussions at inclusion meetings, professionals meetings and meetings with Parents, CPD for staff, student profiles and referrals to specialist services.

MAY 2019 REVIEW OF IMPACT	All groups of disadvantaged students in years 7-9 continue to be predicted to score above National. However, the year 10 and 11 data demonstrates that disadvantaged males, PA and SEN support students remain a concern as they continue to make less progress than their National disadvantaged peers. • CCTL Year 11 to share engaging disadvantaged boys through initiative with CCTL Y10 in order that further strategies can be implemented. • Continuation of attendance strategy to improve the attendance/progress of disadvantaged persistent absent students • Continuation of the SEN support strategy including discussions at inclusion meetings, professionals meetings and meetings with Parents, CPD for staff, student profiles and referrals to specialist services.
SUMMER 2019 REVIEW OF IMPACT	

PRIORITY 3 - IMPROVE WHOLE COLLEGE ATTENDANCE

JANUARY 2019 REVIEW OF IMPACT	Autumn term attendance data evidences that the current attendance strategies that have been employed are effective as the attendance of disadvantaged students is in line with the attendance of disadvantaged students Nationally. There is currently an internal gap between the attendance of disadvantaged students and their non-disadvantaged peers, however the daily challenge to raise attendance remains a key priority. • Continue to refine and embed attendance strategies including the TCC provision and the attendance pick up bus. • Further emphasis on the attendance of SEND underachieving students through ACCTLs. • Weekly meetings between EWO and assistant SENCO to focus on the most vulnerable students.

MAY 2019 REVIEW OF IMPACT	Spring term figures demonstrate a decline as the attendance of disadvantaged students has dropped by 0.3% in comparison to last year and is 0.3% below the attendance of disadvantaged studnets Nationally. Disadvantaged PA is also a concern as it has increased by 8.1% and is 6% above national disadvantaged students. • Continue to refine and embed attendance strategies including the TCC provision, the attendance pick up bus and scrutiny of the attendance of key students through proffessionals meetings. • The decision to discontinue the role of ACTL disadvantaged attendance has clearly had a detrimental impact to the attendance of disadvantaged students therefore the College has made the strategic decision to reinstate the role.
SUMMER 2019 REVIEW OF IMPACT	

Catch up Premium Introduction

The College also receives literacy and numeracy catch-up premium to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2.

The funding enables the school to deliver additional support, for those pupils that most need it, so that they catch up with their peers.

Minsthorpe Community College aims to support students to catch up by offering quality first teaching alongside individual and small group catch up sessions designed to benefit every student.

Students who receive a KS2 scaled score of below 100 in, spelling punctuation and grammar, maths or both are supported by catch-up premium provision.

Numbers of students accessing Catch up Premium support	
Literacy	74
Numeracy	64
Literacy and Numeracy	39

Catch-up impact 2017-18

The Assessment Point 3 data collection demonstrates that Catch up students continue to make greater progress than their peers and an improvement can be seen from when the students entered the College.
In Maths the age related progress score was 0.04 more than the rest of the cohort.
In English the age related progress score was 0.23 more than the rest of the cohort.

Allocation for Financial Year 2018-19

A total of £35,306 has been awarded to support identified Year 7 catch up students.

Catch-up premium Spending Overview and strategies – 2018-2019

Strategies to meet the needs of students eligible for Catch up Premium at Minsthorpe Community College are informed by academic research (principally from the findings of Sutton Trust research). The College uses the funding allocation to assess the individual needs of eligible pupils and creates a support package from the strategies detailed below.

Literacy Catch up Support.

Action a: For all staff to embed Literacy throughout their lessons.			
Rationale: 'Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class.' EEF toolkit			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
KGI, teaching staff, KMC, CTLs	Curriculum area trackers, Assessment Point information	£0	To close the gap between catch up students and their peers.

Action b: To launch Bedrock on a rotation, withdrawal system for small groups where students will undertake intervention activities with a Higher Level Teaching Assistant.			
Rationale: *'Our programme has a large impact on vocabulary learning. Our frequent and varied style of teaching ensures that thousands of students, from a variety of backgrounds, can learn the kind of language that is essential to their academic achievement. Bedrock students make reliable, statistically significant progress.'* Bedrock			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
TKE, KGI	Weekly Progress reports, continuous staff monitoring	£7847	To close the gap between catch up students and their peers .

Action c: To fully utilise the Accelerated reader programme in order that students can improve their reading ages and enable them with further skills to access the Curriculum.			
Rationale: *'The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.'* EEF			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
TKE, KGI	STAR Reader tests	£2453	Once students reach a standardised score of 95 they will cease the intervention and will be placed on a monitoring list

Action d: To refine ST Spelling intervention through WRAT 4 tests and 100 high frequency words			
Rationale: 'it is likely that a small number of pupils will require additional support—in the form of high-quality, structured, targeted interventions—to make progress.' EEF toolkit.			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
MOR, TA	Half termly tests, ST 2intervention tracker	£3556	Once students reach a standardised score of 95 they will cease the intervention and will be placed on a monitoring list.

Action e: To embed ST Handwriting intervention through DASH assessments			
Rationale: 'it is likely that a small number of pupils will require additional support—in the form of high-quality, structured, targeted interventions—to make progress.' EEF toolkit.			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
MOR, TA	Half termly tests, ST 2intervention tracker	£3283	Once students reach a standardised score of 95 they will cease the intervention and will be placed on a monitoring list.

Action f: To introduce ST Speech and Language intervention through WRAT comprehension test			
Rationale: 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.' EEF toolkit.			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
MOR, TA, HLTA	Half termly tests, ST 2intervention tracker	£3830	Once students reach a standardised score of 95 they will cease the intervention and will be placed on a monitoring list.

Action g: To consolidate ST Reading intervention through WRAT 4 tests			
Rationale: *'On average, reading comprehension approaches deliver an additional six months' progress.'* EEF toolkit.			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
MOR, HLTA	Half termly tests, ST intervention tracker	£4103	Once students reach a standardised score of 95 they will cease the intervention and will be placed on a monitoring list.

Numeracy Catch up Support

Action a: To put in place a Maths nurture group for targeted individuals			
Rationale: *'Mastery learning appears to be a promising strategy for narrowing the gap.'* EEF toolkit.			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
TKE, SFI	Half termly assessments, APA	£2900	To close the gap between catch up students and their peers.

Action B: To embed Maths mastery pre teaching small group intervention through the use of Hegarty Maths			
Rationale: 'There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.' EEF toolkit			
Person responsible	**Monitoring and Evaluation**	**Cost**	**Success Criteria**
TKE, SFI	APA scores, Hegarty reports, Pre and post Maths testing	£7343	To close the gap between catch up students and their peers.

Review of the impact of Catch up Premium funding

This action plan will be reviewed following each assessment point in order to focus on the impact of the strategies and alter support accordingly.

JANUARY 2019 REVIEW OF IMPACT	The College have assisted year 7 students to catch up to their peers and whilst there is still progression to be made, an improvement can be seen from when the students entered the College.

In Maths, when the year 7 cohort entered the College they undertook a pre-test assessment. All students are then reassessed each half term. In Autumn 1 and 2, Catch up students made 0.6 more progress than non-catch up students. Students age related progress grades at Assessment Point 1, demonstrated that Catch up students are making greater progress than non-Catch up students. (+0.92 in comparison to +0.84).

In English, students age related progress grades at Assessment Point 1, demonstrated that Catch up students are making greater progress than non-Catch up students. (+0.39 in comparison to -0.09). Bedrock Vocabulary pre and post test data demonstrates that Catch up students increased their attainment by 86%.

Next Steps include:
- Liaison with Maths and English staff to identify students who may benefit from Catch up intervention due to them not making progress in line with their peers.
- From the assessment point tracker further identify individuals who need additional enhancement as part of their Catch up package.
- Further utilise Hegarty Maths and accelerated reader to support students' learning and track progress. |
| **MAY 2019 REVIEW OF IMPACT** | This term has seen the consolidation of skills for students now that they have made a successful transistion in to year 7.

Although progress in Maths has dropped slightly across the whole cohort, catch up students are making progress in line with non catch up students. |

19	In English Catch up students continue to make greater progress than non catch up students. In Accelerated reader they are making progress at the same rate as non catch up students and are improving their reading age. Next Steps include: • Review the cohort of Catch up students to ensure correct level of support and transistion back to lessons where appropriate. • Further analysis of Maths data to identify which students are not making the progress which they did at AP1 and but in place additional support for targeted students. • Continue to utilise the Hegarty Maths resources.
SUMMER 2019 REVIEW OF IMPACT	