

Catch up Premium – Wymondham College. This report includes our funding allocation for 2019-20, review of spending and how it made a difference to pupils.

1. Summary Information					
School	Wymondham College				
Academic Year	2019/20	Total Y7 Catch-up Budget	£9,848	Date of initial Strategy	Sept 2019
Total Number of pupils in year 7 at start of funding	182	Number of pupils eligible for Catch-Up Funding (Sept 2019)	24 11 x maths 13 x English	Date of next review of strategy	September 2020

Wymondham College has received £9,848 to improve the attainment of Year 7 pupils who did not achieve at least expected standard in reading and/or numeracy at the end of key stage 2 (KS2).

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

2. Planned Priorities 2019-2020	
A	<ul style="list-style-type: none"> All Literacy catch up students will fully engage with the various reading programmes: Lexia Power Up, Catch Up Literacy Supported Study Group as part of a bespoke curriculum. Students will improve in their reading ages Students will all have a differentiated reading book and be in the habit of reading every day.
B	<ul style="list-style-type: none"> All Numeracy Catch Up students will fully engage with small group mathematics intervention programmes: Numicon Students will be making progress using internal data in Maths
C	<ul style="list-style-type: none"> All staff are fully aware of Literacy strategies as a whole school priority Literacy strategies will be evident in teaching and learning QA process.: 'Let's Think'

Academic Year 2019-2020			
Action	Intended Outcome	What is the evidence and rationale for this choice?	Impact/review of 2019-2020 (Interventions and intended outcomes were interrupted by lockdown in March 2020 and data for reporting is also limited due to COVID-19)
Analyse KS2 & entry data promptly and make appropriate use of setting.	<ul style="list-style-type: none"> • Catch-up students identified quickly and support programmes put in place as early as possible. • Mixed ability groups in KS3 organised such that 'catch up' students are grouped in one or two classes to enable learning support staff to be regularly timetabled in their lessons. • Specialist English and maths teachers employed to deliver small group maths and English to become a part of the 'catch up' students' timetable – more focussed intervention, highly differentiated, low class size • Learning Leads provide 1-2-1 support in English and maths deploying specialised strategic support 	<ul style="list-style-type: none"> • Detailed and early data analysis will ensure catch-up students are identified accurately and provisions can be put in place. • Working in mixed ability groups with additional support raises aspiration and enables peer support. 	<ul style="list-style-type: none"> • Use of CATS, KS2 SATs data and Progress through tests was overseen by data manager. Data regularly reviewed by DHT and SENCo. • 54% of the students showed progress of 1 year and above in Reading Comprehension and Spelling. • 35% of Maths 'catch up' pupils continue to need support in both maths and English into Year 8. This is the focus SSG group.

<p>Deploy dedicated members of support staff to be involved in literacy and numeracy sessions for catch-up students. Deployment of Learning Lead in both English and Maths</p>	<ul style="list-style-type: none"> Dedicated members of the support team to lead small group interventions and run a bespoke curriculum in English and Maths (Step Up and Catch Up courses). 	<p>EEF research suggests that early and small group intervention accelerates progress.</p>	<ul style="list-style-type: none"> Improvement has been evidenced in internal assessment for 46% of the students involved in English and 52% in Maths. Analysis of GL Assessment data in Year 8 will be used to further evaluate the impact for this year's cohort.
<p>Smooth transition from Primary to Secondary school with a dedicated member of SLT to oversee this.</p>	<ul style="list-style-type: none"> Excellent communication with feeder primary schools. Potential curriculum collaboration to make transition in Literacy and Numeracy smoother. Open days and taster sessions for students. 	<p>Research and prior evidence suggest that a smooth transition can help students to catch-up with their peers</p>	<ul style="list-style-type: none"> Transition lead is line managed by a member of SLT which assists in the planning and whole school preparation for a new cohort. Transition activities are well planned and additional information about students joining the College is well documented. Information about best practice with these students is shared with teaching staff prior to their arrival
<p>Small group maths & English intervention</p>	<ul style="list-style-type: none"> To help students make progress in maths and English. Timetabled small group lessons scheduled with qualified maths & English teachers 	<p>EEF suggests that small targeted group work can accelerate progress</p>	<ul style="list-style-type: none"> Improvement has been evidenced in internal assessment for 46% of the students involved in English and 52% in Maths.