

Catch Up Funding:

2016-17 - £18,047	2017-18 - £18,123	2018-19 - £ Pending
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Summary of Cohort Over Time:

Each year Trinity Catholic College receives catch up premium funding which we use to support a group of pupils who on entry had scaled scores of less than 100 in English and or Maths.

In 2016-17, Trinity Catholic College received catch up premium funding of £18,047 and our pupils measured as not meeting the standards upon entry equated to 74 pupils in English and 58 pupils in Maths.

In 2017-18, Trinity Catholic College received a slightly increased catch up premium funding of £18,123 and our pupils measured as not meeting the standards upon entry equated to 73 in English and 63 in Maths.

In 2018 -19, we anticipate an increase in catch up premium funding as the number of pupils measured as not meeting the standards in either English or Maths continues to increase. This year our pupils measured as not meeting the standards upon entry equated to 73 in English and 70 in Maths.

Each year a high number of our pupils not meeting the standards upon entry are taught in one of our two nurture groups in each year group, with the other pupils being taught in mainstream lessons with a range of personalised, targeted intervention and support.

Intervention Information:

Intervention:	Details:	Modifications from previous academic year:
MFC Literacy and Emotional Resilience Programme	MFC link staff works in school x2 days per week targeting pupils who did not meet standards. Staff deliver a personalised programme focusing on literacy and maths skills with sport focus to engage pupils previously identified as disengaged. Programme also designed to work on emotional resilience of pupils identified as not meeting the standards to ensure that wellbeing is considered when working to close the gap.	Regular timetabled support. In lesson support as well as withdrawal.
Accelerated Reader	Accelerated Reader has an intensive focus on ensuring that pupils of all abilities are actively reading for meaning. This programme will identify key areas of weakness for pupils' ability to read for meaning, comprehension and spelling age as well as decoding of texts. Accelerated Reader has allowed staff to promote reading skills and provide one-to-one reading support within dedicated library lessons. Pupils arriving below the expected standard were identified by class teachers and class	Accelerated Reader used to inform planning of Rapid Reader intervention delivered by Learning and Language Team.

	<p>teachers were responsible for monitoring the reading progress of those pupils, including conducting intervention during library lessons. A dedicated member of staff leads on Accelerated reader ensuring a wide range of accessible books for pupils, liaising with staff in relation to pupil progress, identifying pupils who are not making expected progress to allow teachers to plan and deliver further targeted intervention.</p>	
Fresh Start	<p>Fresh Start provides pupils with a second chance at securing their phonics whilst enhancing their comprehension skills. This programme will allow for formal half termly assessments to assess pupils' progress. This will assess progress for pupils' reading ages.</p>	<p>Timetables slot for targeted pupils.</p>
Key Skills	<p>Pupils who were disapplied from their SATS or have a scaled score significantly below 100 are taught in one of two nurture groups in each year group. These pupils receive an additional 4 lessons of skill based lessons focusing on literacy and numeracy skills.</p>	<p>Historically the Key Skills curriculum has had a heavier focus of literacy based skills. Over the course of the next academic year the Key Skills curriculum is undergoing a review to incorporate a wider range of skills aimed at developing the skill set needed to close the gap, prepare pupils for KS4 and life after school. Initial focus to increase the amount of numeracy covered in lessons.</p>
Curriculum Changes	<p>KS4 papers analysed with many members of the English department undertaking formal training from AQA to mark GCSE papers. This alongside two years of analysing results for patterns in pupil weakness areas across both GCSE papers have allowed us to identify priority areas for development. English staff have amended and rewritten schemes of work to focus of the keys skills required for success. Key areas include: commenting on structure, understanding the language used in the exam, and particular focus on writing skills including SPAG.</p>	<p>Formalised Key Stage 3 assessments have been changed from last year. They now replicate those at Key stage 4. Ongoing development of foundation assessments to replicate Entry Level assessments.</p>
Hegarty Maths	<p>Pupils have an individual login for Hegarty Maths. This allows pupils to access online tutorials and support for weaknesses identified. Personalised homework is set for pupils and this helps</p>	<p>Pupil and parents now have individual logins to access at home. This is to increase parental engagement, which is an ongoing area of development from the previous academic years.</p>

	inform in class teaching whilst acting as a progress monitoring tool.	
Maths Intervention	<p>Foundation and Developing pathways - 1 session per week. Numeracy catch up delivered addressing the ten key components of Numeracy.</p> <p>Follow up intervention in Year 8; pupils tracked to ensure they remain on target.</p>	Specialist primary support to identify and address gaps in knowledge and build on the core principles to catch up progress and consolidate learning at Secondary.
Spelling Intervention	Pupils identified as not meeting the standards are identified and selected for spelling intervention. This intervention uses syllabification methods of teaching to focus on words from the primary curriculum which pupils are not year able to successfully spell and a range of keywords from across the curriculum with the aim to close the gap and pre teach key words for the KS3 curriculum.	Use of primary curriculum to plan spelling words.
Reciprocal Reading	<p>Reciprocal Reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. This intervention involves pupils attending two 20 minute sessions per week. Their progress is closely monitored and reviewed over the course of the programme.</p>	A new intervention for that started at the end of the 2017-18 academic year. Pupils with average reading ages but below average comprehension levels are taught in small group reading intervention groups. Cohort 1 will run until February 2019 and Cohort 2 will commence immediately after. Once the impact of this intervention has been reviewed, we will explore ways in which this strategy can be used across the English department and eventually, across the curriculum.
Guided Group Teaching - nurture groups	Pupils who were disapplied from their SATS or have a scaled score significantly below 100 are taught in one of two nurture groups in each year group. The group follow a highly differentiated programme of study. Students in the guided group received 'Key Skills' lessons to develop core skills whilst their main class teacher of English and Maths teach an adapted versions of the Year 7 schemes to bridge learning. The pupils are taught in small groups with a significantly reduced class size, higher pupil staff ratio, teaching assistant support and the focus is on foundational areas of English and Maths, where the	Introduction of formal criteria for Guided Group provision to ensure that pupils are getting suitable support.

	students are likely to have misconceptions.	
Times Table Rock Stars	Times table Rockstars is an initiative used in form time to recap prior knowledge and build on the numeracy skills in the primary curriculum. It is used across the year 7 cohort to boost skills and ensure rapid progress of any pupils not yet meeting the standards.	Exploration of individual login to access at home.
Rapid Readers	Rapid reading intervention is used when a pupil is identified through the accelerated reader programme as not making rapid progress towards closing the gap. The aim of the programme is to develop reading for meaning skills and spelling skills.	Closer link to accelerated reader data to act as an additional wave of support/intervention.

Summary of Impact:

<u>English Progress 2017-18 - Pupils closing the gap: 83.6%</u>
<u>Maths Progress 2017-18 - Pupils closing the gap: 79.4%</u>

Review of Intervention:

Review of Maths interventions to inform next cohort:	Pupils have made excellent progress with the intervention and support given. To support pupils further in making progress an additional TA will be available to give support after school in Maths. Equally, TAs are will be used to support pupils who find times table rock stars difficult in form times. Key skills curriculum to develop a greater numeracy focus - Lead Practitioner in Maths to support with this.
Review of English interventions to inform next cohort:	Pupils have made excellent progress with the intervention and support given. Link teaching member of staff from the English department for Accelerated reader to develop after school support.
Summary of Anticipated catch-up premium spend 2018-19:	<ul style="list-style-type: none"> • Continue with intervention strategy from 2017-18 • Development of Key Skills Curriculum • Development of Peer Teaching in Maths and English will support pupils who are starting at a lower level, giving them a boost to help develop their knowledge, and resilience in Maths and English. It is highlighted as a key strategy by the EEF. • Use of Lexia to target pupils who did not meet the standards with home log on to increase parental engagement • Support staff will work with teachers to carry out regular interventions with effective feedback. This will be based on small groups

and 1-2-1 working on specific skills for a short period of time.

- To provide targeted support for pupils in year 8 (12 in English and 13 in Maths) who have not yet closed the gap.