

Catch Up Premium report 2019

The literacy and numeracy catch-up premium provides schools with an additional £500 for each year 7 pupil who did not achieve at least level 4 in reading and/or maths at the end of key stage 2.

The Halifax Academy received a total of £24,386 as a direct grant from the Department for Education in respect of 46 students.

Below is a table detailing a range of the school's provisions which have been allocated to help these students.

Approaches Used	Provision	Approximate cost
Writing Intervention	Writing intervention project - 'not dropping the baton'. An EEF Transition Project which focuses on improving writing skills through the use of IPEELL strategies.	No additional cost to the school.
Accelerator Programme	The use of 'accelerator' groups for Y7 and Y8 students who arrive with levels that are below national average on entry. Lessons have a strong focus on literacy and numeracy with specialist teaching for two thirds of their timetable.	Covered by Pupil Premium Grant
Discrete literacy lessons	Delivery of discrete literacy and numeracy lessons to Year 7 and 8 curriculum to focus on mastery of key skills	£19,100
Accelerated Reader programme	<i>Accelerated Reader</i> is used to monitor and manage independent reading. It is utilised to create reading programmes which meet the needs of individual students.	£2,911

Corrective Reading programme	A reading recovery programme which has been used with low attainers. <i>Corrective Reading</i> provides intensive, sustained direct instruction to address deficiencies in decoding and comprehension.	£1,935
Lexia	Purchase of Lexia software which provides in depth analysis of students' reading ability and the gaps that need to be addressed.	£2,530
Total Expenditure		£26,476

Impact:

2019 demonstrated the impact of the Catch up Premium in both English and Maths. 95% of students eligible for the Catch up Premium made good progress in English. 28% made greater than expected progress. 26% of the cohort were judged to have reached age related expectations. In Maths, 93% were judged to have made good progress and 24% greater than expected progress. 30% of the cohort were judged to have reached age related expectations in Maths. 18% of the target group were judged to have reached age related expectations in both English and Maths.

The delivery of our accelerator programme which focuses on core skills for students who have previously been below national average, taught by primary trained staff, has led to significant improvements in this area.

Other measures which demonstrate the impact of the Catch Up premium include an improvement in Year 7 Reading Ages from an average of 7.10yrs to 8.11yrs across a 10 month period.

We have also been part of a highly successful pilot study run by the universities of York and Durham in partnership with the Education Endowment Foundation which worked with Year 7 students on improving their writing quality. Overall, the project appeared to have a large positive impact on writing outcomes. The overall effect size for writing, comparing the progress of pupils in the project to similar pupils who did not participate was +0.74. This effect size was statistically significant, meaning that it is unlikely to have occurred by chance, and can be envisaged as saying that participating pupils made approximately nine months' additional progress compared to similar pupils who did not participate in the intervention.

Please see the links below for further information.

<http://news.tes.co.uk/b/news/2014/05/21/school-trips-and-structured-writing-helps-secondary-students-catch-up-with-classmates.aspx>

http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_Evaluation_Report_-_Improving_Writing_Quality_-_May_2014.pdf

Further to the strategies outlines above we also intend to continue developing our research programme, using resources produced by the Education Endowment fund to inform the range of interventions we use.

We believe that if we continue to support our students as we have to date, with the benefit of this additional funding to support them further, these students will continue to thrive and to achieve significant academic success.