



Penwortham Girls'  
High School

## CATCH-UP PREMIUM REPORT 2019/20

### Introduction

The 'Catch-Up' premium was formally launched in March 2013 as part of a commitment to provide additional funding to support Year 7 pupils entering secondary education without the essential foundation skills in literacy (communication) or numeracy. Schools are expected to use this extra funding to finance the delivery of initiatives aimed at accelerating progress and closing the identified skills gap.

Although, the premium was originally allocated to individual pupils who failed to gain a Level 4 in Reading and / or Maths, the system of funding allocation was revised along with the introduction of the new KS2 SAT examinations in 2016. The amount secondary schools received was frozen at the previous year's level, regardless of changes in transition year demographics.

Additionally, the government provided no official guidance on baseline SAT scores. Although schools were informed that a standardised score of 100 was the expected score, there was no indication of the score which indicated significantly below (or above) expectation. Therefore, who to target with the additional funding was devolved to individual schools.

In an attempt to ensure the pupils most in need of support continue to benefit from the initiatives funded by the 'Catch-Up' premium, a range of data sources have been used to identify those in most need, including SAT results, PTM and PTE scores (GL Assessment), as well as internal assessment, tracking and monitoring systems.

In 20219/20, PGHS received £6119 of additional funding through the 'Catch-Up' premium. This report outlines how this additional funding was utilised to boost attainment amongst our weakest Year 7 students.

Pupils have therefore been identified in year 7 as those 'most at risk' of not making expected progress. There have been 3 main areas of intervention to utilise the funding most successfully to improve outcomes in literacy and numeracy:

1. Group support (small group withdrawal from lessons)
2. Accelerated Learning (Weekly whole class teaching)
3. Breakfast Club (3 mornings a week)

## How we used the Catch-Up premium in 2019-20

Curriculum Support - £3125		
Provision	Cost	Impact
Oversight of programme and monitoring of interventions.	1x AHT 10 hours (£550)	Programme delivered as intended. Initiatives monitored and evaluated. Revised programme for 2020 to 2021 in place for new academic year.
Accelerated Learning (AL) – Catch-up, low ability and vulnerable pupils have a modified curriculum. A lesson of MFL is replaced with a session of AL which focuses on the development of foundation numeracy and literacy skills.	Resourcing of AL course – reading books, maths resources and photocopying - £1000	<p>14 Year 7 pupils followed the AL curriculum during 2019 to March of 2020 (5 PP pupils)</p> <p>2 pupils came out of AL due to rapid progress. 1 pupil has left the school.</p> <p><b><u>Numeracy Impact</u></b></p> <p>64% achieved an average of 25+ out of 30 in the Entry level mathematics components 1 which is equivalent to the top level – level 3. 36% achieved less than 25/30. These pupils have been targeted for intervention support in 2020.</p> <p><i>Rates of progress (Measured against expected target grades and progress made over 6 months)</i></p> <p>64% were graded green to be making expected progress and 36% were graded red.</p> <p><b><u>Literacy Impact</u></b></p> <p>Rates of progress (Measured against expected target grades and progress made over 8 months)</p> <p>86% were graded green to be making expected progress and 14% were graded red, grades below expected progress.</p>

<p>Group Support (GS): Catch-up, low ability and vulnerable pupils have a modified curriculum. Pupils are temporarily withdrawn from lessons to receive personal 1-2-1 (or small group) sessions on identified areas of weakness.</p>	<p>Resourcing of GS – Stationary, photocopying, reading books etc. - £500</p>	<p>11 Year 7 pupils from benefitted from G.S. sessions during 2019-20 and 2 were PP pupils.</p> <p>Group support has made minimal impact on progress. The use of AR and IDL has not increased progress – see PP impact report.</p>
<p>Provision of Breakfast club – Sessions ran from 08:15 to 09:05 three times a week. Sessions aimed at developing social skills and mastering literacy and numeracy foundations.</p>	<p>Cost of providing breakfast bars and fruit juice - £350</p> <p>Receptionist/staff to facilitate early access to building 1.5hrs per week £725</p>	<p>7 Year 7 pupils were invited to Breakfast club and 5 pupils attended regularly* (this initiative was optional).</p> <p>*Attended at least two thirds of the sessions.</p> <p>We were unable to track the increase in the reading ages of these attendees due to Covid-19 as the scheduled test was unable to take place.</p> <p>We were unable to track the increase in the spelling ages of these attendees due to Covid-19 as the scheduled test was unable to take place.</p> <p>(NB: Reading and Spelling ages monitored through the IDL programme).</p>

**Software Support - £1637**

<b>Provision</b>	<b>Cost</b>	<b>Impact</b>
CATS were undertaken	Contribution (£500)	All Year 7 pupils completed CATs tests. The results of these assessments were used along with the pupils SAT results to ensure effective setting in core subjects and to identify AL, Breakfast Club and GS cohorts.
Indirect Dyslexia Programme (All Catch-up Pupils involved)  Programme used in Breakfast Club and AL (Accelerated Learning) classes. Pupils also able to progress with the software at home.	1 x HLTA 5 hours per term (£297) – Administration of system.	We were unable to track the increase in the reading ages of these attendees due to Covid-19 as the scheduled test was unable to take place.  We were unable to track the increase in the spelling ages of these attendees due to Covid-19 as the scheduled test was unable to take place.
Maths Watch In class usage	Contribution of £120 Outcomes from summative assessments were used to create individual Maths Watch tasks in mathematics to target weak curriculum areas.	96% of the Year 7 cohort were graded green as being on target to make expected levels of progress. Due to home school and Covid-19 summer assessments were not completed.
Accelerator Reader (All Identified Pupils involved)  Programme used in Breakfast club, English Classes, AL and GS.	Funded through disadvantaged budget.  Additional AR books for library £720	83% of the Year 7 cohort were graded green as being on target to make expected levels of progress. Due to home school and Covid-19 summer assessments were not completed.

**Extra – Curricular Support - £1030**

Provision	Cost	Impact
Moths – Year 6 to 7 transition programme.	1 x TA3 9 hours (£155)  1 X TA2 9 hours (£130)  1 x SENCO 5 hours (£245)	Full programme completed.
Hardship fund for subsidising trips, funding for supplies e.g. food tech ingredients, uniform	Contribution of £500	Equality of opportunity to attend trips/participate in activities. Improved motivation.

**Pastoral Support - £530**

Provision	Cost	Impact
Pastoral intervention strategies to improve attendance	AHT 1 period per term, + AIW and Attendance Officer – 1hr per term: £350	Attendance % unable to be given due to Covid-19 and long period of home-based learning.
Pastoral intervention to ease transition to High School and to support pupils during Year 7.	PSW 1 period per month - £180	Attendance % unable to be given due to Covid-19 and long period of home-based learning.

**TOTAL EXPENDITURE 19/20 £6322**

*Mrs R Honeyman  
Associate Assistant Head teacher  
October 2020*