



Hazel Oak School Year 7 Catch Up Premium Plan 2019-2020

The Department for Education has made available additional funds for improving the attainment of our disadvantaged pupils, known as the Year 7 Catch-Up Premium. The funds are primarily aimed at improving Maths and English levels at Key Stage 2. An allocation is made for every pupil who has not achieved Year 6 expectations in reading and/or writing at Key Stage 2 as per the October school census. This report summarises how we plan to spend the funding in 2019-2020.

Year 7 Catch-Up Premium 2017-2018	
Total number of pupils on roll	17
Total number of pupils eligible for Year 7 Catch Up Grant	17
Amount of Year 7 Catch Up Grant received per pupil	£500
Total amount of Year 7 Catch Up Grant received	£8500

Objectives

To support the attainment of pupils working below age related expectations and aid their progression into the secondary curriculum. Whilst the national expectation is that the catch-up premium should support pupils in moving to End of KS2 expectations by the end of Year 7, all of our eligible pupils were working significantly below this at the end of Key Stage 2. For those working at these levels, moving to Year 6 expectations over the course of Year 7 is an unrealistic expectation. When evaluating the impact of the premium we consider whether pupils have achieved or exceeded expected progress with reference to the Hazel Oak Performance Indicators (HOPIs) and our own target setting expectations.

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve outcomes for pupils in Maths, particularly in Number. This will support those who meet PP criteria and those who are disadvantaged but do not meet the criteria.	To deliver how school training in the Mastery approach to Mathematics, increasing staff confidence in the use of concrete, pictorial and abstract methods.	Pupils across the school have performed less well in Number than in other areas. This is particularly evident from key stages 1-3.	This will be monitored through work trawls, learning walks and lesson observations. Key stage leaders will have regular reviews with their teams. Target setting data will also influence interventions.	KR	Termly Training and planning support with Sam Kordan £350
To improve outcomes for pupils in English through the use of specialist equipment to implement access arrangements	To purchase keyboards, iPads and other specialist equipment to support pupils individual needs and begin to plan for 'usual ways of working' when they undertake accreditation.	Pupils who find it difficult to access areas of the curriculum due to specific differences, fine motor difficulties, dyslexia or dyspraxia need to start using specialist equipment as soon as possible to establish a usual way of working before key stage 4.	These strategies will be planned for an implemented by the Key Stage 3 lead and School Improvement TLR3 holder	KR/ KL LT	April 2020 £4392
To improve outcomes for disadvantages pupils in English, particularly when their progress from Key Stage 2 – their accreditation outcomes in Key Stage 4	Train all staff in Talk4Writing approaches and implement effectively across the school. Form an English SIP group to support all staff in their delivery of English and implementation of Talk4Writing	Disadvantaged pupils' progress from KS2 – KS4 is lower than that of their peers who are not disadvantaged. It is vital that a whole school approach to English teaching and learning is developed across key stages to ensure consistency and development of core skills over time.	Literacy Progress Plans and target setting will reflect T4W strategies and core skills development. This will be overseen by the English development group and assessed in work trawls, learning walks and lesson observations.	LT ED	Termly £2758 (training) £1000 (cover for key staff) Total = £3758
TOTAL					£8500