

# YEAR 7 CATCH UP FUNDING self- evaluation (secondary)

1. Summary information					
School	Haven High Academy				
Academic Year	2019-20	Total Catch Up budget	Est. £43,847	Date of most recent CATCH UP Review	July 2019
Total number of pupils	302	Number of pupils eligible for CATCH UP		Date for next internal review of this strategy	July 2020

2. Current attainment for Year 7 only		
	On entry Year 6/7	End of Year 7 2019
% not achieving benchmark 100 score in Reading		
% not achieving benchmark 100 score in Mathematics		

3. Barriers to future attainment (for pupils eligible for CATCH UP)	
<b>Academic barriers</b> (issues to be addressed in school, such as poor literacy skills)	
A.	Low reading and spelling ages on entry- 41% less than 10 yrs reading age and 30% less than 10 years spelling age
B.	High proportion of students with English as Additional Language- 37%
C.	Low levels of numeracy on entry -37% below benchmark
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)	
D.	Low attendance and high persistent absence
E.	Lack of engagement in education by parents e.g. reading at home

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	To improve year 7 reading ages, above their current average level. Delivered through Accelerated Reading and a targeted phonics program for specific catch up students as well as a Guided Reading program for targeted students. Measured through NFER testing throughout the year.	By T5 50% of targeted students will be working at age expected levels with 85% having made progress towards this target.
B.	Targeted EAL support to be given alongside other literacy interventions. Classroom teachers to be provided with the resources needed to support specific students and regular CPD delivered by the HOF MFL/EAL.	A Language School is established with curriculum and Bell Foundation assessments are in place. EAL students are supported in class so that all make progress with their English skill levels.
C.	To be able to access the mathematical vocabulary needed to progress to the next steps in mathematical thinking, such as problem solving. Measured through teacher assessments and analysed using Progresso. For the % of students working at age related targets to improve.	Improved levels for those below 100 on entry for mathematics. By T5 65% of targeted students will be working at expected levels.

D.	Ensure attendance at parents' evenings.					
<b>5. Planned expenditure</b>						
Academic year	£43,847					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted Catch Up support and Catch Up support whole school strategies.						
<b>i. Quality of teaching for all</b>						
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	

<p>To improve year 7 reading ages, above their current average level. Delivered through Accelerated Reading and a targeted phonics program for specific catch up students as well as a Guided Reading program for targeted students. Measured through NFER testing throughout the year.</p> <p>*Students will all have a minimum level of challenge in their library books based on Accelerated Reader assessment.</p> <p>*Form reading time and DEAR make reading a visible and important routine.</p> <p>*Students are heard read by an adult not less than once every 2 weeks.</p> <p>*LAP students receive teacher led Guided Reading lessons once a week and take part in reading groups with LA staff.</p>	<p>Reading data will demonstrate that 70% of the targeted students have improved their reading and 60% of the cohort will be at or above the expected level.</p>	<p>EEF and DfE have reported research reviews on literacy interventions. 1:1 support is the most effective literacy support and that this should continue for at least 10 weeks. These strategies have been tried and tested to produce robust results in terms of student reading ages and comprehension.</p>	<p>Assessment on entry and regular testing to measure progress through SAS scores and impact of provision.</p> <p>We will work with the BWAF Trust Primary leading Literacy to inform teaching strategies and to review their impact,</p>	<p>Class of 24 English teachers Supported by H Kita (BWAF Primary Literacy Lead) N Wilson (Head of Faculty) and E Garbutt (Head of Additional Learning) V Macken (Reading Coordinator)</p>	<p>There will be 3 review points of reading during the year.</p> <p>An annual summative assessment with take place in Term 6.</p>
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<p>Improvements for those with reading ages below 9 years. By T5 50% of targeted students will be working at age expected levels with 85% having made progress towards this target.</p>	<p>-Targeted phonics intervention led by a specialist Learning Assistant focused on raising reading ages and access to curriculum. -These students should read to an adult no less than twice a week. -Lexonik Leap for word attack and vocabulary building skills (esp. EAL learners).</p>	<p>As above. The Rose Review identified the two key mechanisms to reading as decoding and comprehending. Our strategy is aimed at specifically targeting these skills in our weakest readers. Further research by the EEF supports this and regular short sessions of learning and practice at reading.</p>	<p>Assessment on entry of reading and spelling and regular assessments to measure progress and the impact of provision.</p>	<p>K Goldsmith (phonics specialist Learning Assistant Supported by the Literacy team, E Garbutt (Head of Additional Learning), N Wilson (Head of English) and V</p>	<p>6 weekly assessments of phonic progress.  There will be 3 review points of reading during the year.  An annual summative assessment with take place in Term 6.</p>
<p><b>B Targeted EAL support to be given alongside other literacy interventions. Classroom teachers to be provided with the resources needed to support specific students and regular CPD delivered by the HOF MFL/EAL.</b> Improved confidence and levels in English for those students with English as an Additional Language</p>	<p>Targeted intervention by a team of experienced foreign language Learning Assistants based on the curriculum and training from the Bell Foundation</p>	<p>We work with the Bell Foundation and further inform our approaches from the research by the National Subject Association for EAL and the British Council.</p>	<p>Assessment on entry using ESOL to assess English ability and CATS to assess cognitive ability. Repeated regularly.</p>	<p>EAL team and P Jarnalo in conjunction with the English faculty</p>	<p>Termly assessment using The Bell Foundation Assessments  There will be 3 review points of reading during the year.  An annual summative assessment with take place in Term 6.</p>

<p>C To be able to access the mathematical vocabulary needed to progress to the next steps in mathematical thinking, such as problem solving. Measured through teacher assessments and analysed using Progresso.</p> <p>For the % of students working at age related targets to improve. Improved levels for those below 100 on entry for mathematics. By T5 65% of targeted students will be working at expected levels. *LAP students receive teacher led Mental Mathematics lessons once a week and take part in reading groups with LA staff.</p>	<p>Mathematics data will demonstrate that 70% of the targeted students have improved their reading and 60% of the cohort will be at or above the expected level.</p>	<p>EEF research states that interventions should happen early, both because mathematical difficulties can affect performance in other areas of the curriculum, and in order to reduce the risk of children developing negative attitudes and anxiety about mathematics..</p>	<p>Assessment on entry and regular testing to measure progress and impact of provision.</p>	<p>Class of 24 Maths teachers Supported by R Sykes (BWAFF Primary Numeracy Lead) M Eyre (Head of Faculty) and E Garbutt (Head of Additional Learning)</p>	<p>Termly</p>
<b>Total budgeted cost</b>					£35,000
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p><b>D Low attendance and high persistent absence</b> Improved attendance for all groups of students.</p>	<p>EWO team of two staff focussed on Haven High Academy students. First day of absence; texts, phonecalls and home visits. Termly advisory letters if attendance is below the national average. Inter-form attendance competitions. High focus in tutor time and assemblies.</p>	<p>Poor attendance slows or halts learning progress. For the above additional learning support and quality first teaching to have an impact students need to regular attendance of 95% or above.</p>	<p>Attendance is reported weekly to SLT. Heads of Year meet with the EWO team to discuss individual students.</p>	<p>EWO team, J Amaral (Deputy Headteacher), Heads of Year and Form Tutors</p>	<p>Weekly to SLT</p>
<p><b>Reduced persistent absence</b></p>	<p>EWO team first day home visits, repeated on a third day of absence. The academy is proactive in fining and prosecuting where appropriate.</p>	<p>Poor attendance slows or halts learning progress. For the above additional learning support and quality first teaching to have an impact students need to regular attendance of 95% or above.</p>	<p>Attendance is reported weekly to SLT. Heads of Year meet with the EWO team to discuss individual students.</p>	<p>EWO team, J Amaral (Deputy Headteacher), Heads of Year</p>	<p>Weekly to SLT</p>
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Behaviours aligned to the academy values of; PRIDE,</p>	<p>To align Y7 to the culture and values of Haven High, so that they aspire to live the values of; Pride, Respe</p>	<p>Leadership research indicates strongly that alignment to values produces commitment in sharing and achieving goals. i.e. 'culture eats strategy for breakfast'</p>	<p>This is a fundamental aspect of our; pastoral, behavioural and PSHE/citizenship curriculum. It is embedded in our traching, displayed around our sites and a part of our House system.</p>	<p>M VanLier (Headteacher) and SLT/2024 staff</p>	<p>Termly at SLT</p>
<b>Total budgeted cost</b>					<b>£8,847</b>

## 6. Review of expenditure 2018 2019

Previous Academic Year funding total **£34,768**

Total cost of intervention staff for the Class of 23 **£140,535** Contribution to this from Catch Up Funding TBC

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for CATCH UP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Targeted intervention led by qualified teachers focused on moving students closer to age expected reading levels.	Improved levels for those below 100 score on entry in reading. See notes at end	<p><i>(Please see detailed table at end)</i></p> <p>GL Reading Feb-July Catch Up students improved 6 months or more in reading 35% Catch up students with any improvement in reading 61%</p> <p>All Catch Up Students EN Assessment Point 1 on/or above target 55% EN Assessment Point 2 on/or above target 81% +26%</p>	<p>We have used a range of reading/ spelling and numeracy tests for many years; NFER, Nessie, Accelerated Reader. Data from these has not always been used in a cohesive manner.</p> <p>We have taken the decision to streamline this by moving to the GL suite of assessments. This is in line with assessments in the Trust primaries. The reading test intervals are shorter allowing for 3 test points a year which will allow us to adjust interventions more rapidly. This decision was taken following a successful pilot using the reading assessments to measure improvement in Catch Up students' reading.</p> <p>A library has been furnished and stocked on the Tollfield Y7 campus. The Librarian facilitates the use of Accelerated Reader to support reading choices and track progression.</p> <p>All Y7 students were purchased a Book Buzz book.</p>	<p>GL tests for the Catch Up pilot <b>£2150</b></p> <p><b>£4460</b></p>

<p>Targeted phonics intervention led by a specialist Teaching Assistant focused on raising reading ages and access to curriculum.</p>	<p>Improvements for those with reading ages below 9 years and on SEND register. By T5 50% of targeted students will be working at age expected levels with 85% having made progress towards this target.</p>	<p><i>(Please see detailed table at end)</i></p> <p>GL Reading Feb-July Catch Up SEND students improved 6 months or more in reading 41% Catch up SEND students with any improvement in reading 71%</p> <p>SEND Catch Up Students EN Assessment Point 1 on/or above target 53% EN Assessment Point 2 on/or above target 82% +29%</p>	<p>Due to staff absence this intervention has been significantly disrupted this year. We recognise that having one specialist skilled to deliver an intervention is very limiting. With the introduction of a new wider Additional Learning Faculty from September 2019 we intend to train more staff with the skills to deliver specialised interventions.</p>	<p>% TA plus resources <b>£5000</b></p>
<p>Identified students to work with a TA in small groups weekly on a handwriting programme recommended by the Specialist teacher</p>	<p>Improvements for those with poor handwriting and on SEND register.</p>	<p>2 students identified with fine motor skill needs that impair handwriting have been issued with laptops.</p>	<p>Due to staff absence this intervention has been disrupted this year as we had only one teaching assistant available to work with students on handwriting. With the introduction of a new wider Additional Learning Faculty from September 2019 we intend to train more staff with the skills to deliver specialised interventions. The English faculty identified 2 students with fine motor skill issues and laptops have been made available to assist these students.</p>	<p>% TA. 2 x laptops for class use Plus 2 x laptops for exams <b>£1500</b></p>
<p>Targeted intervention by a team of experienced foreign language TAs lead by the Head of MFL/EAL faculty.</p>	<p>Improved confidence and levels in English for those students with English as an Additional Language</p>	<p>Catch Up EAL students EN Assessment Point 1 on/or above target 74% EN Assessment Point 2 on/or above target 89% +15%</p> <p>GL Reading Feb-July Catch Up EAL students improved 6 months or more in reading 38%</p>	<p>The Head of MFL/EAL has led the interventions delivered by the EAL teaching assistants. Due to the unforeseen rise in new arrivals with little or no English half of this work has had to be redirected to those with the greatest need. As none of these students were educated in the UK previously these are not from the Catch Up cohort. In class support for EAL was effectively reduced by 50% In order to improve provision for new arrivals we are establishing a Language School from September 2019. A team of EAL Learning Assistants will work on English grammar</p>	<p>% TA <b>£5000</b></p>

Maths - Targeted intervention led by qualified teachers focused on moving students closer to age expected levels. Target TA to small groups of students below expected levels	Improved levels for those below 100 on entry for mathematics. By T5 65% of targeted students will be working at expected levels.	<i>(Please see detailed table at end)</i> All Catch Up students MA Assessment Point 1 on/or above target 73% MA Assessment Point 2 on/or above target 90% +17%	Maths have introduced a mastery curriculum in Y7. Timetable Rockstars has been launched as a form competition, which has proven very popular.  Teaching Assistant support has also been provided to support targeted students with numeracy skills.	% TA plus resources £5000
<b>ii. Targeted support/ Other Catch Up Approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for CATCH UP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Development of the Tollfield site as a specific Y7 learning environment</b>	<b>To provide a safe learning environment and to develop a bespoke curriculum for Y7 that built on KS2 learning and closed gaps.</b>	<b>September 2018 was the opening of the Tollfield site for Y7 only. The redevelopment included redecoration, refurbishment of rooms, the purchase of an outdoor canopy, the redevelopment of the kitchens and the library.</b>	<b>Though this was not included in the plan for 2018-19 it has been a major expenditure (in total nearly £150,000) of capital expenditure targeted specifically at Year 7. Improvements to the learning environment have been of specific of benefit to our most vulnerable and deprived students, 53% of whom are in the Catch Up cohort. The development of the curriculum at Tollfield has had many successes but will continue into 2019-20</b>	% of Tollfield redevelopment £12,000
EWO team of two staff focussed on Haven High Academy students. Daily phone calls, home visits	Improved attendance for all groups of students.	2018-19 Overall Attendance in Y7  Whole Academy attendance 2016-17 93.6% 2017-18 93.76% 2018-19 94.1%  Persistent Absence in Y7<95% 2016-17 19.54% 2017-18 17.15% 2018-19 15.65% 20 Catch up students had attendance <95%.	We can confidently say that the actions taken were effective as attendance overall is much improved in the academy and Persistent Absence continues to reduce. The actions of the pastoral and attendance teams are making an impact on getting all students to attend school. Since February we have identified Catch Up students specifically on Progresso. We are also adjusting our weekly attendance reports to track this group specifically from September.  The Trust team has been extended to 5 staff who work across the phases and with specific families where there are identified pupil attendance issues.	% of Attendance team  £3000

<p>Introduce appointment system, alter timings, utilise form tutors to ensure maximum uptake, Head of Year to call home.</p>	<p>Improve parental engagement and attendance to parents' evenings.</p>	<p>Attendance at Parents' Evenings has been a priority in the academy. The current Class of 23 (Y7) had significantly improved attendance.</p> <table border="1" data-bbox="696 252 1211 555"> <thead> <tr> <th>2017-18</th> <th>All</th> <th>PP</th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>2017-18 cohort</td> <td>63%</td> <td>64%</td> <td>33%</td> </tr> <tr> <td>2018-19 Transition</td> <td>89%</td> <td>90%</td> <td>84%</td> </tr> <tr> <td>2018-19 Jan</td> <td>96%</td> <td>99%</td> <td>86%</td> </tr> </tbody> </table>	2017-18	All	PP	EAL	2017-18 cohort	63%	64%	33%	2018-19 Transition	89%	90%	84%	2018-19 Jan	96%	99%	86%	<p>Head of Years and the Lead Behavioural Expert have worked with Form Tutors effectively to significantly raise attendance at Parents' Evenings. We tracked PP and EAL as groups and will in future track Catch Up funded students. However the improvement is significant. Parental attendance is now an expectation at the Academy.</p>	<p>N/A</p>
2017-18	All	PP	EAL																	
2017-18 cohort	63%	64%	33%																	
2018-19 Transition	89%	90%	84%																	
2018-19 Jan	96%	99%	86%																	

**7. Additional detail**

ENGLISH	All Year 7 (2013)	All Catch Up Students 85	Catch Up girls 35	Catch Up boys 50	Catch Up SEND 34	Catch Up PP 33	Catch Up non-PP 52	Catch Up EAL 47
Assessment Point 1 (Dec)	56%	55% gap -1%	76%	42%	53%	64%	60%	74%
Assessment Point 3 (July)	86%	81% gap -5%	94%	82%	82%	88%	87%	89%
Progress difference	30%	26% gap-4%	18%	40%	29%	24% (gap -3%)	27%	15%

The English data is taken from Assessment Points 1 and 2. It represents the percentage of students who have met or exceeded their target grades. Assessment point data is a balance of classwork, home learning and assessment testing.

GL ASSESSMENT READING	All Year 7 (2013)	All Catch Up Students 85	Catch Up girls 35	Catch Up boys 50	Catch Up SEND 34	Catch Up PP 33	Catch Up non-PP 52	Catch Up EAL 47
Improved 6 months Feb-July (a 4 month interval)	Not tested	38%	37%	28%	41%	30% (gap -3%)	33%	38%
Any Improvement in reading Feb-July	Not tested	61%	54%	48%	71%	67% (gap +9%)	58%	62%

We introduced the GL Assessment package in February with a planned rollout of the full suite of tests in September 2019. The digital reading tests were taken in February and July. We did not test the entire cohort as this was a pilot.

Reading is key priority at Haven High Academy. All our students have a reading book with them at all times. Our Library system uses the Accelerated Reader tests to ensure that students do not select books that do not challenge them to improve their reading. Reading takes place in registration and we have a 20 minute Drop Everything And Read session each week. All students in Year 7 have a lesson in the Library and are heard to read at least once every 2 weeks by an adult. Our lower classes have a Guided Reading lesson where the English teacher focuses on comprehension and vocabulary building with small groups of students. We additionally offer interventions for reading comprehension and phonics for targeted students.

MATHEMATICS	All Year 7 (2013)	All Catch Up Students 73	Catch Up girls 37	Catch Up boys 36	Catch Up SEND 33	Catch Up PP 32	Catch Up non-PP 41	Catch Up EAL 35
Assessment Point 1	79%	73% gap -6%	76%	69%	70%	69%	76%	85%
Assessment Point 3 (July)	93%	90% gap -3%	95%	86%	88%	84%	95%	97%
Progress difference	14%	17% gap +3%	19%	17%	18%	15% (gap -4%)	19%	12%

The Mathematics data is taken from Assessment Points 1 and 2. It represents the percentage of students who have met or exceeded their target grades. Assessment point data is a balance of classwork, home learning and assessment testing.

