

Friesland School Catch up Premium 2018/19

1. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Students in receipt of funding for below Expected Standard at KS2 leave Friesland having made appropriate progress across the Flightpaths in English. In years 7-9, this will be measured through performance against flightpath targets, and the level of security in which they operate within these flightpaths. Reading ages will also be measured and used extensively, alongside a re-launch of the literacy policy, to aid differentiation across the school.	Students entering secondary education assessed as working below expectations, catch-up and make continued progress in line with their peers. Rates of progress in Y9 will have improved, with progress elsewhere maintained or improved.
B	Continue to adapt the Maths curriculum to ensure that all staff have a key understanding of the mastery of the skills required to make progress. Thus ensuring that students who enter Friesland with a score of 95 and below make rapid improvements and progress in line with their peers. This will be monitored by on-going internal QA and by monitoring students' progress against flightpaths in Maths.	Mastery programme is fully embedded across Year7 and Year 8, meaning that students who enter secondary education assessed as working below expectations, catch-up and make continued progress in line with their peers.
C	The numeracy booster programme to expand in KS3 and for our support package at KS4 to also expand. New staff and existing staff to perform roles which will boost numeracy progress at KS3 and LA progress at KS4.	New staff will be appointed and working with students in KS3 and 4 to boost their numeracy skills. Existing staff will be used more effectively to the same end, with time protected where possible for CSA staff. LA ability outcomes will improve overall, especially for 3b and 2b prior attainment. Rates of progress at KS3 will also improve, especially in Y7 and Y8.
D	Literacy work across the curriculum will expand to match the needs of the new GCSE courses, many of which demand high levels of literacy. With the appointment of our new literacy co-ordinator we will continue to increase the reading record and 'success in reading initiative. These will run alongside 'DEAR' for KS3 throughout the year. We will introduce accelerated reader through the course of the year, alongside inference training introduced into our literacy booster provision.	Levels of literacy will continue to improve across KS3 and KS4, with improved progress across all KS3 subjects as a result. Ultimately, the overall P8 score for the school will improve.
2. Planned expenditure: £17,000		

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Academic Year 2018/19					
Quality of teaching for all					
Desired outcome	Action	Why?	How?	Who?	Review?
Students achieve standards of literacy in line with rest of cohort.	Maintain staffing levels to facilitate smaller class size	Smaller class size has, in part, led to improved progress and results	Continued rigorous recruitment in English, coupled with termly reviews of progress, departmental QA and the leadership link process.	Leadership, KP/DG	Termly at data points
New literacy proof reading code to be used across the school	New proof reading code to be used by students and staff when marking written work	Consistency of a simple approach across the school, leading to more mistakes being spotted and corrected, leading to better progress and improved literacy.	Trialled and then shared with all staff summer 2018, before full roll out in the autumn of 2018. Tracked through QA and whole school work scrutiny	Leadership, DG/JBi, Wider leadership	Termly
Students achieve standards of numeracy in line with the rest of the cohort	Maintain staffing levels to facilitate smaller class size	Smaller class size has, in part, led to improved progress and results in some areas.	Continued rigorous recruitment in Maths, coupled with termly reviews of progress, departmental QA and the leadership link process	Leadership, AM/MHi	Termly at data points
Word power/accelerated reader/inference	Key staff to receive training on word power and inference, to then be disseminated to the whole staff via training. Accelerated reader purchased and a new	Improve exam literacy via inference and improved general exam vocabulary. Students able to better access questions in lessons	Staff will become trained in delivering key literacy skills across the curriculum, students will be able to infer from challenging texts and more	JBi, KP	Termly as all 3 initiatives are brought in

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	system in place in the library,	and exams, hence improving progress. Improved reading across the cohort, especially for those with weaker literacy levels.	students will be reading more challenging texts.		
Targeted support					
Desired outcome	Action	Why?	How?	Who?	Review?
Student progress is in line with all students across the school	All staff to use the Friesland data file	Intelligent use of data across all year groups is shown to inform planning, improve L&T and hence close gaps.	Via link meetings, the data process and the whole school and departmental QA processes	All staff and CP	Termly via the data process and continuously via QA
Student progress is in line with all students across the school: Literacy	Booster groups in Year7 – Year 9. There will be a real focus on Y9 in 2018/19, in making sure the progress made in Y7 & Y8 is carried through into GCSE study.	Students who come to us below expectations for literacy are given intensive support to match their peers. Reading tests are used to gauge progress, alongside the school data system	Success is monitored by the SENCO during the link process, as well as using the school data system.	JBi, JM, CP	Half termly via reading tests and termly via the data process
Student progress is in line with all students across the school: Maths	In lesson booster support and small intervention booster	Some students receive in lesson support as part of the Maths mastery programme through KS3, some students with specific and significant numeracy issues come out for intensive support with a qualified	Success is monitored by the SENCO during the link process, as well as using the school data system.	AM/MHi, CK, TL, HF, JM, CP	Continuously via the Maths department internal tracking and termly via the whole school system.

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		maths teacher who is also a TA.			
Student progress is in line with all students across the school	Small group teaching in KS3 in both English and Maths, with specialist LA teaching in KS3	The SENCO and SEN teacher specialise in the rapid progress up to the level of peers in KS3. They are grouped with those in most need. Others gain the support listed above.	Monitored via the senior team link meetings and data process	JM, LP, CP	Termly
Student progress is in line with all students across the school	Liaison with colleagues, within secondary and primary, to identify new parameters and interpretation of KS2 data to enhance understanding of levels at KS3	To clarify the new K2 standards and address changes in curriculum and expectations.	Line management meetings and feeder Primary cluster meetings.	TM and CP	Termly for cluster and summer term for the detail.
More students in KS3 will read for pleasure, with literacy skills increased as a result. LA students will be supported by reading mentors towards this goal	One morning (form time) a week will be given over to reading and the completion of reading records. 6th form and Y9 students will be trained as reading mentors to support those who struggle, initially focussing on pupil premium students in receipt of the catch up premium.	By reading the students will improve their SPaG and general literacy, which will benefit every subject in school.	Completed reading records leading to certificates throughout the year and in the summer term. Successfully trained and deployed reading mentors. DEAR initiative to encourage reading for pleasure, word of the week and article of the week during form time to encourage engagement with a variety of texts/vocabulary.	JBi (DG/KP) and CP	Termly

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<p>Year 6 students engage in Literacy and Numeracy during transfer from Primary to Secondary.</p>	<p>Year 6 students given Literacy and Numeracy Transition packs in summer term. Collected within English Department September of Year 7. Now expended to include year on year internal transition.</p>	<p>Avoid dip over summer holidays by giving Year 6 students Literacy and Numeracy skills to focus on and activities to complete. There is also a summer reading challenge for Y6, with a list of suitable titles. From 2018 this has expanded to a KS3 summer reading challenge, monitored and managed by the resource centre manager during the summer.</p>	<p>Transition packs handed out during Year 6 induction and collected at the start of year 7. Reviewed for completion and standard firstly by Year 7 English and maths teachers. Excellent examples passed to LPs</p>	<p>DG/MHi, CP, JBi, SA</p>	<p>Yearly</p>
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3. Review of expenditure: £17,000

Previous Academic Year 2017/18

Desired outcome	Action	Estimated impact	Lessons learned
<p>Students reach standards of literacy and numeracy in line with cohort</p>	<p>Increased specialist staffing, facilitating smaller class sizes and hence enhanced support, continued from 2016/17. Literacy and numeracy provision enhanced across the new KS3 & 4 curriculum in all subject areas. Booster support in KS3 for those who require support, continued into KS4 where necessary.</p>	<p>In 2018 we had 24 LA students sit English GCSE's, with an overall progress score of +0.41 and an attainment 8 score of 4.2 (National 2.8). When we break that down further by KS2 score: 3a: 0.40 3b: 0.23 3c: 1.29 2b: 0.69 In 2018 we had 24 LA students sit Maths GCSE, with an overall progress score of -0.03 and an attainment 8 score of 3.0 (National</p>	<p>We feel that the English/Literacy programme continues to work very well, with improved results to show for it. Numeracy booster was a cause for concern in 2017, along with our capacity for support in KS4. To that end we have employed a Maths specialist booster teacher, as of October 2018, to run KS3 booster sessions and extra lessons for students in KS4 struggling with their numeracy. The Maths specialist TA we employ will also have a different timetable</p>

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		<p>2.1). When we break that down further by KS2 score: 3a: 0.28 3b: -0.91 3c: 0.17 2b: -0.32</p> <p>According to our internal data, 83% of catch up students made expected or better progress in literacy and 63% made expected or better progress in numeracy.</p>	<p>from October 2018, seeing more students more regularly, mirroring what has been successful in literacy/English. As part of our word power bid we are also training our literacy booster specialist in inference. It is clear that we need to improve our numeracy booster provision further in 2018/19.</p>
<p>All KS3 students will actively engage with the Friesland 'Success in reading' initiative</p>	<p>All students at KS3 given reading records, coupled with challenges to read a certain amount of books per term/year. Reading records to be checked by form tutors weekly, with rewards given in assembly through the course of the year and in the summer at our 'Success in Reading event'</p>	<p>More students in KS3 are now reading for pleasure, leading to increased literacy levels and hence progress.</p>	<p>Whilst this initiative was mostly successful in boosting literacy across the cohort and with our catch up students in particular, we felt it could work more effectively. To this end we have employed a new literacy co-ordinator as of Sep 2018 and have successfully bid for a package of literacy based resources, including accelerated reader. We have also introduced our DEAR initiative.</p>
<p>Progress in English is above the national average for LA students</p>	<p>Small group sizes through the school, booster sessions through KS3, specialist teachers at KS3 and KS4, extensive CPD on differentiation. Increased work on reading for pleasure in KS3.</p>	<p>In 2018 we had 24 LA students sit English GCSE's, with an overall progress score of +0.41 and an attainment 8 score of 4.2 (National 2.8). When we break that down further by KS2 score: 3a: 0.40 3b: 0.23 3c: 1.29 2b: 0.69</p> <p>According to internal data;</p>	<p>The result here is fantastic, with the improvement of 3c prior attainers from the 2017 result particularly pleasing. We need to keep going however, and have invested in training for our literacy booster staff as part of our successful word power bid.</p> <p>We also need to look at why catch up progress is so low in Y9; is it a problem with our data system, or are Y9 students making genuinely worse progress?</p>

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		93% of Y7 catch up students made progress in 2017/18, 83% in Y8 and 52% in Y9.	
Progress in Maths is above national average for LA students	Small group sizes through the school, increased booster sessions through KS3, specialist teachers at KS3 and KS4, extensive CPD on differentiation.	In 2018 we had 24 LA students sit Maths GCSE, with an overall progress score of -0.03 and an attainment 8 score of 3.0 (National 2.1). When we break that down further by KS2 score: 3a: 0.28 3b: -0.91 3c: 0.17 2b: -0.32 According to internal data 51% of Y7 catch up students made expected or better progress in 2017/18, with 68% in Y8 and 76% in Y9.	We worked very hard at increasing our booster capacity in numeracy at KS3 and general support in KS4, but struggled with having the right staff available at the right times. We have now addressed the balance of support available by employing a new specialist numeracy booster CSA, who will work with both KS3 and KS4. We have also increased the number of students seen by our Maths specialist TA, mirroring the work that has gone on successfully in literacy booster. In saying that, 3a and 3c progress has improved, but 3b has not. Again, it is clear that we need to increase and improve our booster provision for numeracy in KS3, something we have now addressed.
The numeracy booster programme to expand and match the provision currently in place for literacy booster.	Increased KS3 numeracy booster time, alongside more focussed KS4 support both in and out of lessons.	Our numeracy booster provision did increase in 2017/18, and we put as much KS4 support in as we could, but that CSA support was often withdrawn to cover other lessons and staff did not feel as confident with numeracy booster work as they did with literacy.	We did not get this right in 2017/18, it became clear that we did not have the right expertise in KS3 for our booster sessions, that support in KS4 was good but kept being taken away, and that the skilled staff we did have were not deployed as effectively as they could be. From October 2018 we have employed a new numeracy specialist CSA to redress the literacy/numeracy imbalance, and have re-deployed existing staff.