

Friesland School Catch up Premium 2019/2020

| 1. Outcomes | | |
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| | <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 targets. Reading ages will also be measured and used extensively, alongside a re-launch of the literacy policy, to aid differentiation across the school. | <ul style="list-style-type: none"> • 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 targets in Maths. | <ul style="list-style-type: none"> • Mastery programme is fully embedded across Year 7 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 (Lower ability on prior attainment) progress at KS4. | <ul style="list-style-type: none"> • New staff will be appointed and work 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 a new literacy co-ordinator in 2018/19 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 continue to use accelerated reader through the course of the year, alongside inference training introduced into our literacy booster provision. | <ul style="list-style-type: none"> • 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. |

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| 2. Planned expenditure: £17,000 | | | | | |
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| Academic Year | 2019/20 | | | | |
| 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 of staff in English, coupled with termly reviews of progress, departmental QA and the leadership link process. | Leadership, KP/DG | Termly at data points |
| New literacy marking policy to be used across the school | New literacy marking policy to be used by staff across the whole school 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 in summer 2019, before full roll out in the autumn of 2019. 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 |
| Accelerated reader and reading initiatives | All students in KS3 to read for pleasure P1 and P4 every day for 10 minutes, for one form time and one English lesson per week. A | Improve exam literacy via inference and improved general exam vocabulary. Students able to better access questions in lessons | Reading ages will be on each student's class charts profile, allowing staff to differentiate appropriately, ensuring | JBi, KP | Termly |

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| | total of 2.5 hours per week, following the accelerated reader programme of testing | and exams, hence improving progress. Improved reading across the cohort, especially for those with weaker literacy levels. | all students have a challenging curriculum | | |
| 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 and information contained in class charts | Intelligent use of data across all year groups is shown to inform planning, improve Learning and Teaching 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 |
| Catch-up student progress is in line with all students across the school: Literacy | Booster groups in Years 7 – 9. There will be a real focus on Y9 in 2019/20, in making sure the progress made in Y7 and 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 through the link process, as well as using the school data system. | JBi, KCo, CP | Half termly via reading tests and termly via the data process |
| Catch-up student is in line with all students across the school: Maths | In lesson booster support and small intervention booster sessions. | 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 | Success is monitored by the SENCO during the link process, as well as using the school data system. | AM/FDr, CK, TL, HF, KCo, CP | Continuously via the Maths department internal tracking and termly via the whole school system. |

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| | | support with a qualified maths teacher who is also a TA. | | | |
| Catch-up 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 focus on ensuring rapid progress up to the level of peers in KS3. They teach those most in need. Others gain the support listed above. | Monitored via the senior team link meetings and data process | KCo, LP, CP | Termly |
| Catch-up student progress is in line with all students across the school | Liaison with colleagues, within secondary and primary cluster, to identify new parameters and interpretation of KS2 data to enhance understanding of levels at KS3 | To clarify the KS2 standards and address changes in curriculum and expectations. To build further links, including in the options, between the KS2 and KS3 curricula. | 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. | Through 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 | JBi (DG/KP), HY and CP | Termly |

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| | | | variety of texts/vocabulary. | | |
| Continue to evaluate the appropriateness of our curriculum, both at KS3 and KS4, so that it is appropriately challenging for all learners especially LA students. | Ensure the KS3 curriculum across all subjects is both engaging and challenging, and that students take appropriate options as they enter KS4 | Students engaged with their curriculum, and challenged appropriately by it, will learn more. | Departments to produce detailed curriculum statements across both KS3 and 4, focussing on what is to be learned, when and how. Taster sessions to run prior to the options for those subjects the students do not study at KS2. Subject QA to ensure that all lessons are appropriately challenging. | HoD & Dir | Ongoing |

3. Review of expenditure: £17,000

Previous Academic Year 2018/19

| Desired outcome | Action | Estimated impact | Lessons learned |
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| Students reach standards of literacy and numeracy in line with cohort | Increased specialist staffing, facilitating smaller class sizes and hence enhanced support, continued from 2017/18. Literacy and numeracy provision enhanced across the new KS3 and 4 curriculum in all subject areas. Booster support in KS3 for those who require support, continued into KS4 where necessary. | In 2019 we had 13 LA students sit English GCSE's, with an overall progress score of -0.3 and an attainment 8 score of 2.5 (National 2.8). When we break that down further by KS2 score: 3a: -1.05 3b: -0.14 3c: -0.48 2b: 0.29 In 2019 we had 13 LA students sit Maths GCSE, with an overall progress score of -0.58 and an attainment 8 score of 1.3 (National 2.1). When we break that down further by KS2 score: | We believe that the English/Literacy programme continues to be very effective, with further training and improvements taking place across 2019/20. Numeracy booster was a cause for concern in 2018, but improved across 2019, along with our capacity for support in KS4, due to the employment of 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. This was a success and will continue to |

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| | | <p>3a: -0.33 3b: -0.49 3c: -1.54 2b: -0.69</p> <p>According to our internal data, 61% of catch up students made expected or better progress in literacy and 67% made expected or better progress in numeracy.</p> | <p>lead to improvements across 2019/20.</p> <p>The Maths specialist TA we employ will also have a different timetable from October 2019, seeing more students more regularly, mirroring what has been successful in literacy/English. It is clear that we need to improve our numeracy booster provision further in 2019/20.</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 number 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>Reading continued to improve across Friesland in 2018/19, with reading records used more effectively than in previous years, and the expansion of accelerated reader and time spent reading for pleasure. Reading ages are improving across KS3, which will impact as these students start their GCSE study.</p> <p>It was felt that 'DEAR' was not working as well towards the second half of 2018/19, so we have relaunched and raised the profile of that again for 2019/20, ensuring it happens consistently across the school.</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 2019 we had 13 LA students sit English GCSE's, with an overall progress score of -0.3 and an attainment 8 score of 2.5 (National 2.8). When we break that down further by KS2 score:</p> <p>3a: -1.05 3b: -0.14 3c: -0.48</p> | <p>The English result was not where we needed it to be in 2019, which is mirrored by the LA cohort. We do believe, however, that the long term booster and reading strategies will pay off and are making a difference to our students.</p> <p>On reflection, a lot of the support for teachers and information on</p> |

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| | | <p>2b: 0.29 According to internal data; 88% of Y7 catch up students made progress in 2017/18, 83% in Y8 and 53% in Y9.</p> | <p>students has been quite hard to find and hence use when planning and delivering lessons. This information will now all be in class charts during the course of 2019/20.</p> |
| <p>Progress in Maths is above national average for LA students</p> | <p>Small group sizes through the school, increased booster sessions through KS3, specialist teachers at KS3 and KS4, extensive CPD on differentiation.</p> | <p>In 2019 we had 13 LA students sit English GCSE's, with an overall progress score of -0.3 and an attainment 8 score of 2.5 (National 2.8). When we break that down further by KS2 score: 3a: -1.05 3b: -0.14 3c: -0.48 2b: 0.29 According to internal data 88% of Y7 catch up students made expected or better progress in 2017/18, with 83% in Y8 and 53% in Y9.</p> | <p>The Maths result was not where we needed it to be in 2019. But, as with English, we really believe that the mastery approach to Y7 & Y8 (current Y11 will be the first full year group through) and the changes to Maths booster will pay off in the long run. Numeracy still does not quite have the same focus school wide as literacy, in part because it has a direct impact on fewer subjects. We will continue to work on this across 2019/20</p> |
| <p>The numeracy booster programme to expand and match the provision currently in place for literacy booster.</p> | <p>Increased KS3 numeracy booster time, alongside more focussed KS4 support both in and out of lessons.</p> | <p>Our numeracy booster provision did increase in 2018/19, 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.</p> | <p>This has been a success and we will continue with the programme across 2019/20.</p> |