



Catch up premium strategy statement: St John Bosco Arts College

1. Summary information					
School	St John Bosco Arts College				
Academic Year	2019/20	Total catch up budget 2018/19	£14,000	Date of most recent catch up review (external)	9 th July 2018
Total number of pupils in Year 7	183	Number of pupils eligible for catch up premium Year 7 2018/19	47 scaled score <100 12 scaled score 80-90	Date for next internal review of this strategy	February 2020

Year	Catch up Premium cohort across all year groups (correct September 10 th 2019)
7	47 (25%)
8	42 (23.0%)
9	23 (12.7%)
10	35 (19.7%)
11	15 (10.2%)

2. Barriers to future attainment (for pupils eligible for catch up premium)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Poor Literacy skills
B.	Poor mathematical understanding when compared to national KS2
External barriers	
C.	Attendance of a proportion of those eligible for catch up funding has been flagged as a concern from primary.

3. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Students to improve their Literacy skills to enable them to access the curriculum and achieve in line with age related expectations.	<ul style="list-style-type: none"> • Reading age of identified cohort to be in line with chronological, or making rapid progress towards national scaled score from given starting points. • Effective CPD throughout the year to improve teachers' skills and secure improvements in students' literacy skills. • Opportunities for teachers to share good practice and develop their teaching skills to be regular and meaningful. • End of year assessments to show that students are catching up with age related expectations.
B.	Students to improve their mathematical understanding to enable them to access the curriculum and achieve in line with age related expectations.	<ul style="list-style-type: none"> • Students to achieve in line with age related expectations in end of year maths assessments, or be making rapid progress towards national from given starting points. • Effective CPD throughout the year to improve teachers' skills and secure improvements in students' mathematical skills. • Opportunities for teachers to share good practice and develop their teaching skills to be regular and meaningful.
C.	Improve absence figures for catch up students, including those persistently absent.	<ul style="list-style-type: none"> • Attendance of catch up students to be at least in line with national all • All catch up students (Low PA) to be at a suitable destination post 16 with none being NEET. • Focus on change of emphasis from attendance to absence. All catch up students to be able to articulate the maximum number of days they can be absent in any one term.

4. Planned expenditure – Review due to school closure March 2020 (Covid-19 Pandemic)

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the Catch Up Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for catch up students

Desired outcome	Chosen action/approach (RAG at March 2020)	Review statement (Sept 2020)	Staff lead	When will you review implementation?
Students to improve their Literacy skills to enable them to access the curriculum and achieve in line with age related expectations.	<ul style="list-style-type: none"> All staff expected to use class charts seating plans which clearly identify catch up students 	Staff training delivered by CDY during INSET (Sept 2019) In place and observed in use during QA processes	CDY	Sept 19
	<ul style="list-style-type: none"> English KS3 curriculum reviewed and literacy skills woven into the topics. These curriculum plans are differentiated to 'close the gap' 	Collaboration with SiL and BV to develop SOW – further development on SOW required	BU/BV/SO	Sept 19
	<ul style="list-style-type: none"> KS3 English assessment strategies ensures flight path from KS2 to KS4 assessment objectives 	Internal and external standardisation and moderation of assessments (mock exams)	BU/BV/SO	
	<ul style="list-style-type: none"> Students who scored 90-100 are paired with Y8 HAP reading buddy to promote engagement in wider reading and reading for pleasure. 	This programme prior to the Christmas break and had to be postponed due to COVID 19		
	<ul style="list-style-type: none"> Vulnerable pupils reading club (10 week programme) to be run by LRC manager 		SO/AO/SLN	Dec 19
	<ul style="list-style-type: none"> GL Assessment will be used to track reading ages. 	GL Assessments taken by some KS3 students – to be further developed 2020 / 2021 (GL Assessments to be used with students in Years 7 – 10)		Dec 19
	<ul style="list-style-type: none"> Form time literacy activities focus on polysemous words, tier 3, scientific and academic vocabulary. 	Resources prepared by Literacy coordinator and delivered during Form time (KS3)	SO/PPCs	Sept 19/Dec 19
<ul style="list-style-type: none"> Timetabled collaborative planning for English department (1 hour a week) coaching and development. 	Quality collaborative time – used by department for planning, preparation and CPD	BV/SO	Sept 19	
<ul style="list-style-type: none"> Literacy co-ordinator to support staff with teaching and learning strategies to ensure literacy progression 	Staff CPD (twilights / Teaching Friday sessions)	SO	ongoing	

<p>Students to improve their mathematical understanding to enable them to access the curriculum and achieve in line with age related expectations.</p>	<ul style="list-style-type: none"> • All staff expected to use class charts seating plans which clearly identify PP students • Prioritising support for teachers with most PP students for observations where possible. • Ensuring that teachers with the most experience are placed best with the PP heavy classes. Where this is not possible parallel sets will be formed so that experienced staff can teach the same classes on the other side of the band to support inexperienced teachers. • Catch-Up Mentoring Year 9 HAP PP students support Catch-Up Maths in much the same way as reading buddies works. This will focus on SATs style questions • Case Studies Review the students who have made it to end of Y8 without meeting expected standard. Look at how intervention has worked for these pupils and what more can be done. This will look at the English cohort and if the same pupils are still below standard. • Revision Seminar for pupils. Pupils are invited with parents to a getting started in secondary evening (PP Catch Up) – Students and Parents will receive advice to making the best start to secondary. Information will be shared as to how students will be supported and what support can be given at home. In school session – Students prepare together for their assessment at the end of the first half term. Focussing on technique, stress management and loving learning. Before students prepare for their December KS2 retake they will have another session reminding them of the techniques they have learned and applying them to exam practice. • Arithmetic Assessments on a bi-weekly basis to ensure that basic numeracy skills are practised • Assessment Booklets to help students in Catch Up Cohort to focus on less knowledge and more skill in assessments. Reduce cognitive overload and experience success. • Review of Scheme of work – Focusing on sequencing of lessons and building confidence in year 7 through amended scheme of learning. 	<p>Mentoring has been identified as impactful by the EEF foundation. Grade up club has demonstrated that this has some impact but is needed more often</p> <p>Involving parents and carers in the teaching and learning will lead to a decrease in ‘support phone calls’ and improve the impact</p> <p>Allowing students to experience success builds confidence in learners.</p> <p>Liaise with Lead Practitioner of Maths to support colleagues with Catch up PP classes.</p> <p>Work with mentors to coordinate support for students – training by PH</p> <p>Identify Case Studies from last three years and the ‘learning journey’ to look for where more progress could have been achieved.</p> <p>Reduce the seminar expectation to one seminar and support will be ongoing in school for students.</p> <p>Learning walks and collaborative planning to ensure Teaching and Learning is high quality throughout all classes</p> <p>Review SoW and ensure that students are not being limited in the curriculum they are undergoing</p>	<p>RB/PC</p> <p>RB</p> <p>RB/PC</p> <p>RB</p> <p>RB/PC/JHN</p> <p>RB/CDY/JHN/PC</p>	<p>Oct 2019</p> <p>Dec 2019</p> <p>Dec 2019</p> <p>Dec 2019</p> <p>Dec 2019</p> <p>Dec 2019</p>
<p>Total budgeted cost quality of teaching £ 12,450</p>				
<p>ii. Other approaches</p>				

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve absence figures for catch up students, including those persistently absent.</p>	<ul style="list-style-type: none"> • Attendance officer to continue to be funded from pupil premium and catch up premium funding. Focus of work to be on reducing disadvantaged / catch up absence. Home visits of disadvantaged / catch up students to be the priority each day. • Data officer for attendance to continue to be funded from pupil premium / catch up premium funding. • Current attendance figures shared with all staff each week. catch up students to be reported on as a discreet group • Form tutors to chase up absence notes quickly and liaise with parents/Attendance Officer. • Celebration of good attendance and punctuality during assemblies and form time. • Whole school policy of 'Return to School' interviews and monitoring cards: staff reminded to complete these regularly – PPCs to monitor and hold FTs to account. 	<p>Ensuring disadvantaged students are attending regularly is crucial to them achieving (EEF 2018)</p> <p>Internal analysis of disadvantaged achievement against attendance shows a positive correlation. The better the attendance, the better the achievement. (SJB 2017/18)</p>	<p>AHT responsible for attendance to review strategies in 2018/19.</p> <p>Attendance discussed and scrutinised at every SLT meeting</p> <p>Leaders at all levels understanding their role in improving attendance.</p> <p>Form tutors being proactive in improving the attendance of their forms, monitored by PPCs.</p>	<p>AD</p> <p>AD</p> <p>WL PPCs</p> <p>PPCs</p> <p>CDY</p>	<p>Oct 2019</p> <p>Oct 2019</p> <p>Oct 2019 Sept 2019</p> <p>Sept 2019</p> <p>Dec 2019</p>