

## Year 7 Catch-up Premium 2017/18

### Allocation, Spend and Impact



Allocation	2017/18 Funding Received		
Number of Year 7 students who did not achieve at least a scaled score of 100 in reading and/or mathematics at Key Stage 2	46		£8840

\*Subject to change

Statements of Success / Impact		2017/18 Cycle RAG		
		1	2	3
<b>To use £8,840 to ensure:</b>				
A	100% of catch-up students make purple progress in English by the end of Year 7		22%	63.2%
B	100% of catch-up students make purple progress in mathematics by the end of Year 7		24.4%	42%
C	All students below the national average in the core take part in, at least, one targeted intervention programme e.g. Thinking Reading			

Plan/Spend	SIP Link	EEF Toolkit**	Implementation timeline								Cost (£)	Lead	2018/19 Cycle RAG			
			Jul 17	Sep 17	Nov 17	Jan 18	Mar 18	May 18	Jul 18	Sep 18			1	2	3	
1	Embed reading in to all lessons with a focus on tier 2 and 3 terminology	1.1	25	PI	CO Im						Rv		SCL CWA			
2	Embed Thinking for Reading for students with a reading age well below chronological age	1.1	25 18, 30				PI	Co	Im		Rv	12,000	MHE CWA			
3	Embed Lexia reading scheme during Morning Mastery for students in English below 100	1.1	31 18				PI	Co	Im		Rv	2500	SCL			
4	Embed Morning Mastery for students in mathematics below 100	1.1	31 18				PI	Co	Im		Rv		SCL			
5	Nurture group for most vulnerable students	1.1	30	PI	Im		Rv						SJO			

		2.2	31	Co												
6	Employ additional staffing to work with under achieving disadvantaged students in English	1.1	17 30				PI		Co		Im		SCL			
7	Employ additional staffing to work with under achieving disadvantaged students in mathematics	1.1	17 30				PI		Co		Im		SCL			

\*SIP – School Improvement Plan (see Appendix 1 for more details).

\*\*EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details).

<b>Co</b>	Communicate	<b>PI</b>	Plan	<b>Pt</b>	Pilot
<b>Rv</b>	Review	<b>Im</b>	Implement		

## **Appendix 1 School Improvement Plan**

### **Priorities for 2017-20**

Our key drivers of mastery, autonomy and purpose underpin our priorities for 2017-20:

#### **1. Mastery: the urge to get better and better at something that matters**

- 1.1. Demonstrate outstanding progress and achievement
- 1.2. Ensure learning is rigorous, engaging and underpinned by meaningful feedback
- 1.3. Embed a rich and exciting knowledge-rich curriculum that embodies the laws of mastery; flow, pain and growth.

#### **2. Autonomy: the desire to direct our own lives**

- 2.1. Create a disciplined and joyful school culture
- 2.2. Develop gritty, confident and self-directed learners
- 2.3. Cultivate effective, autonomous leaders at every level of the organisation

#### **3. Purpose: the yearning to do what we do in the service of something larger than ourselves**

- 3.1. Establish a genuine three-way partnership between families, students and staff
- 3.2. Work with other schools to replicate best practice and to contribute to continuous improvement
- 3.3. Establish a strong reputation for Tanfield School

1 Adopted from Drive, Daniel Pink 2009.

## **Appendix 2 Education Endowment Foundation (EEF) – Pupil Premium Toolkit**

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
1	Arts participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2	Aspiration interventions	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3	Behaviour interventions	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4	Block scheduling	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5	Collaborative learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6	Digital technology	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7	Early years intervention	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8	Extended school time	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9	Feedback	£ £ £ £ £	★ ★ ★ ★ ★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10	Homework (Primary)	£ £ £ £ £	★ ★ ★ ★ ★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11	Homework (Secondary)	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12	Individualised	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for very low cost, based on

	instruction				moderate evidence.
13	Learning styles	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14	Mastery learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★ ★ ★ ★ ★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★ ★ ★ ★ ★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20	Parental involvement	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23	Phonics	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for low cost based on very limited evidence.

25	Reading comprehension	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★ ★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28	School uniform	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★ ★ ★ ★ ★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30	Small group tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33	Summer schools	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★ ★ ★ ★ ★	+1 Months	Very low or no impact for high cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>