

Friesland School Catch up Premium 2019/2020

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 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.

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D	<p>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.</p> <p>We will continue to use accelerated reader through the course of the year, alongside inference training introduced into our literacy booster provision.</p>	<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

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 Y7 LA students are the lowest performing group in English, with a P8 of -0.2. Further work needs to be done on how we boost these students when they return to school.
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 The new policy is in place, and used in some areas across school. Consistency remains an issue for us to improve via QA and intervention

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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 Y7 LA students are performing in line with expectations in Maths, with a P8 of 0.0
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 total of 2.5 hours per week, following the accelerated reader programme of testing	Improve exam literacy via inference and improved general exam vocabulary. Students able to better access questions in lessons and exams, hence improving progress. Improved reading across the cohort, especially for those with weaker literacy levels.	Reading ages will be on each student's class charts profile, allowing staff to differentiate appropriately, ensuring all students have a challenging curriculum	JBi, KP	Termly 39% of low prior attainers improved their reading age between test 1 and test 2. Whilst this is encouraging, middle and upper prior attainers made more rapid improvement. As we continue to embed the programme we will review how best to support LA students.
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 March LA update: Y7: 87% on target Y8: 86% on target Y9: -1.26 P8 forecast Y10: -0.74 P8 target

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					We have a lot of work to do with Y9 & Y10. With 62 and 63 LA students they have a significantly larger lower end than we are used to. Differentiation will be key once we have these students back in school. We also have a CPD need for staff here, metacognition training to start up once we get the opportunity.
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 Skills Academy and inference training have been launched and are working well. Reading ages are improving.
Catch-up student progress 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 support with a qualified	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. 52 students across Y7 & Y8 have accessed Maths booster in 2019/20. 12 of these students are making

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		maths teacher who is also a TA.			above expected progress in Maths, 39 expected. Numeracy Ninja is also having a marked impact in the classroom.
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	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	JBi (DG/KP), HY and CP	Termly Reading records are working far better than in previous years, with 86% of Y7 having engaged with the programme. 20% of Y7 have already read 100 books this academic year.

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	focussing on pupil premium students in receipt of the catch up premium.		pleasure, word of the week and article of the week during form time to encourage engagement with a 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 Work continues on our curriculum, with all subjects currently mapping through KS3 and KS4. This will be completed by September 2020.

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3. Review of expenditure: £17,000			
Previous Academic Year 2019/20			
Desired outcome	Action	Estimated impact	Lessons learned
Students achieve standards of literacy in line with rest of cohort.	Staffing levels were maintained at the desired level, giving us smaller class sizes in English.	In summer 2020, the CAGs awarded for year 11 English Language were in line or exceeding previous years. 14 LA students achieved CAGs in English Language and progress was as follows: 3a: +0.05 3b: -0.64 3c: +0.48 2b: +0.19	Continuing with current staffing levels is key to the success in English. We believe that the English/Literacy programme continues to be very effective and constantly evolves to further meet students needs.
New literacy marking policy to be used across the school	This was introduced and relaunched in the Autumn. However, QA did not indicate that it is being used consistently.	The school closure meant that no further QA of this took place and no further opportunities to revisit were possible. This is something to return to in 2020/2021	This is something that must be revisited frequently as a whole staff, and in department areas. Ongoing QA of this will then be required in work scrutiny.
Students achieve standards of numeracy in line with the rest of the cohort	Staffing levels were maintained at the desired level, giving us smaller class sizes in maths.	In summer 2020, the CAGs awarded for year 11 GCSE Mathematics exceeded previous years. There were 14 LA students and they achieved the following Progress scores 3a +0.79 3b +0.49 3c +2.36 2 +0.52	Continuing with current staffing levels is key to the success in Mathematics. The Mastery in KS3 will further this as will moving Mastery in to KS4.

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		Overall the Attainment 8 score of 3.0 was higher than the national score of 2.8.	
Accelerated reader and reading initiatives	Reading in yr 7 and 8 lessons was supported by staff and the Accelerated reader programme ran successfully until March 2020.	Based on the testing from MArch 2020: 46% of students had improved their reading ages 49% of disadvantaged students had improved, compared to 45% non-disadvantaged. 42% of boys had improved 58% of Y7 had improved compared to 32% of Y8 67% of upper band prior attainment students had improved	Continue to promote whole school reading and celebrate the successes here.
Catch-up student progress is in line with all students across the school: Maths	For Y7 and Y8, improve fluency through precision teaching, multiplication grids, numeracy ninjas and number games. Challenge long term memory using short quizzes, card-sorting, pair work in problem solving. Change self efficacy using positive feedback and class-charts rewards. Use literacy strategies to understand the maths specific vocabulary versus cross curricular.	At the end of spring term students' average score, over three numeracy quizzes, was 91/100. End of year quiz data not complete due to lockdown. Improvement in self efficiency and engagement was observed by CSA/TA when using a varied range of activities	Develop Google quizzes on numeracy as it engaged students (administered through google classroom). Continue literacy in maths as students struggle with meaning/task requirements in worded problems. Investigate and use effective maths strategies for worded problems (e.g. RHISS) in Y7 & Y8 boosters.

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<p>Catch-up student progress is in line with all students across the school: Literacy</p>	<p>Expand literacy support hours from 20 to 29 per week on CSA timetables. Differentiated learning literacy toolkit to support students reading level (ZPD 1.5-5.5). Incorporate the Literacy Trust Skills Academy program for Y7 students (kindles). Use and develop Inference strategies in text reading for Y8 students (ZPD 3+) - part of WordPower Improvement Project. Increase student confidence and participation AR initiatives using short read books.</p>	<p>Added capacity - an additional 40 students in Y7 and Y8 accessing literacy booster. Individualised literacy plan (ILP) that supported ZPD - improvements tracked through AR data reported above. Greater engagement in text was observed by CSA's in booster sessions when using Skills Academy and inference strategies. Greater participation observed in AR quizzes using short reads.</p>	<p>Continue use of ILP literacy toolkit and increase use of kindles in booster sessions. Extend use of inference strategies to benefit Y7 cohorts in boosters. Continue to encourage short reads as they were very popular with students reading for pleasure.</p>
<p>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</p>	<p>Reading was successfully implemented in year 7 and 8 lessons, and students were motivated to read out of school, getting their reading records signed. Sixth form students were trained up, ready to begin as reading mentors. However, the school was then closed before this was possible to begin.</p>	<p>The reading data is as above for AR.</p>	<p>Continue to promote whole school reading and celebrate the successes here.</p>
<p>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</p>	<p>Princes Trust and Arts Award offered to students as a progression through KS4. Engaging KS3 curriculum for all. LA students brought up to speed as quickly as possible in year 7 to be IT literate and able to access google classroom.</p>	<p>Students are engaged in their learning in both KS3 and KS4. The curriculum is appropriately challenging for all, particularly the LA students. All departments will have produced detailed curriculum statements across all 3 key stages.</p>	<p>Continue with the Princes Trust offer. Create departmental time that is specifically CPD time to provide training on curriculum statements and pillars.</p>

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