Trinity Academy Sowerby Bridge Catch Up Statement 2018-19

1. Summary information					
School	Trinity Academy Sowerby Bridge				
Academic Year	2018-19	**Total Catch up budget**	£23,859	**Most recent literacy review** **Most recent maths review**	November 2018 November 2018
Total number of pupils in Year 7* **Number of PP pupils in Year 7**	113 70 (62%)	**Number of pupils eligible for catch up** **Number of PP pupils eligible for catch up**	52 (46%) 35 (50%)	**Next literacy review** **Next maths review**	February 2019 April 2019

Cohort information accurate as of January 22nd 2019

2. Summary on entry		
	Number of students (% of total cohort)	Number of PP students (% of PP cohort)
Below in Reading (students achieving less than 100)	41 (36%)	28 (40%)
Below in GPVS (not a catch measure)	37 (33%)	31 (44%)
Below in Maths (students achieving less than 100)	38 (34%)	29 (41%)
Below chronological reading age (internal assessment)	80 (71%)	51 (73%)
No Data KS2 data	15 (13%)	9 (13%)

Summary of Question Level Analysis (KS2 Reading Paper - students achieving less than 100)

Looking at the QLA for the incoming year 7 cohort, it was clear which skills needed to be implemented in the English curriculum to help accelerate the progress of pupils who did not meet the expected standard: **widening vocabulary**, **developing inference skills** and **understanding comparison**.

Widening vocabulary
- The largest gap (between the incoming cohort and their peers nationally) was when pupils were asked to give/explain words in context (TASB students 20% lower than national average)
- Question 22 in particular (where pupils were asked to explain what "vividly recall" meant) posed the greatest challenge for our cohort, as only 21% of our pupils obtained the mark: 27% less than national average.

Developing inference skills
- The ability to make and articulate inferences also proved difficult and this was problematic as the largest quantity of marks were assigned to this skill (22 marks in total). (TASB students 18% lower than national average)

Understanding comparison
- For the comparison skill (arguably the hardest skill on the paper) only 2 marks were assigned to this. (TASB students 18% lower than national average)

Summary of Question Level Analysis (KS2 Maths Paper - students achieving less than 100)

This analysis highlights areas where 'catch-up' students significantly underperformed.

Paper 1: Fluency based (27% lower than school average)
- *Fractions, percentages and decimals* (32% lower than the school average).
- *Ratio and proportion* (33% lower than the school average).
- *Calculations with the four rules* (23% less than the school average).

Paper 2: Problem Solving (27% lower than school average)
- *Position and direction* (20% lower than the school average).
- *Measurement* (33% lower than the school average).

Paper 3: Problem Solving (19% lower than school average)
- *Fraction, percentages and decimals* (35% lower than the school average).
- Position and direction (34% lower than the school average).

3. Desired outcomes *(desired outcomes and how they will be measured)*	Success criteria
A. All year 7 students enter year 8 with the literacy skills they need to access the curriculum across all subjects	• Students make accelerated progress in their reading age (18 months progress over the calendar) • Students engaged with reading (the number and pass rate of quizzes taken in accelerated reader at least matches that of their peers) • Attainment in Year 7 English assessment indicates that students are now working at the same level as their peers. Especially on questions regarding comprehension and inference.
B. All year 7 students enter year 8 with the numeracy skills they need to access the curriculum across all subjects	• Attainment in Year 7 maths assessment indicates that students are now working at the same level as their peers. Especially on questions regarding

4. Planned expenditure					
Academic year	**2018/19**				
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?**
A	Ensure pupils are effective oral communicators	'Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum' (Ofsted: 'The pupil premium. How schools are spending the funding successfully to maximise achievement')	Track • Introduction of 'track me' • Staff CPD (on using track, 03.09.2018, 25.09.2018) • Track & Respect VT activity (term 1) • Track & Respect assemblies (term 1) Short Story Programme One short story read per term during VT. Discussion/dialogue encouraged around the text. High level reading modelled by teacher. • CPD for all staff on short story delivery • CPD on teaching of vocabulary • Optional recap of teaching vocabulary (term 2) • Fully resources VT programme Speaking Coherently • Enforcing of the Student Absolutes (encouraging pupils to speak clearly, correctly and in full sentences) • Think/pair/share and thinking time strategies encouraged as effective T&L tools and promoted through CPD. • Talk for Life Programme/S&L Involve Programmes (Pending)	EHN	Track • Staff and student voice • Learning walks (CL learning walks/SLG) • Lesson observations • Behaviour points for lack of tracking Short Story Programme • Staff and student voice • Learning walks of VT Speaking Coherently • Lesson observations • Student voice • Learning walks • English S&L results at Phase 2

A	Students are encouraged to upscale their language	As above	Staff Knowledge • Staff educated on the problem vocabulary deficiency can have across the curriculum and later in life (26.06.2018, 03.09.2018). Trained on effective strategies on how to teach vocabulary and provided with a • Staff PM targets linked to literacy explicitly requires staff to engage with improving student vocabulary, this is also noted in lesson observations. • CPD delivered to TAs on the importance of vocabulary and how to teach/introduce new words (Term 2 – date TBC) Word of the week, root of the term Based on the work of Quigley 2018, word of the week not only endeavours to expose students to a plethora of new vocabulary, but equip them with morphology skills to help recognise patterns in words and identify word trees • WOW introduced/taught to staff in staff briefing every Monday (+ tracking practice) • Delivered weekly by staff during VT • Staff CPD on vocabulary instruction (26.06.2018, repeated term 2 – date TBC) • WOW displayed around the school on monitors Short Story: Vocabulary Builder Through the reading of the short story, multiple opportunities for staff to explicitly teach vocabulary are modelled with vocabulary builder tasks built into the SS programme	EHN	Staff Knowledge • Staff voice • Student voice • Lesson observation pro forma • CPD materials/engagement • T&L library check out Word of the week, root of the term • Low stakes quizzing/tests in VT after 1 term has been completed • Book scrutinises • Student voice

| A | Promote engagement with reading and improve reading ages | As above | Use/Promotion of the Library and Librarian
• Full time librarian appointed
• Library to be open break times and lunch times
• Weekly English lessons taking place in the library
• Assembly to introduce librarian/the library
• Librarian to conduct 1-1 reading intervention
• Newsletter club (TBC)

Profile of Reading
• VT Short Story programme
• Raise the profile of Accelerated Reader: visual displays, presentations/data shared with pupils, 1 million-word competition, weekly certificates, termly prize draws
• Showing an active engagement with reading is required as part of graduation (year 7 and year 8)
• Scholastic book fairs to be at all PCEs
• From term 2 onwards, all pupils will be expected to have an independent reading book which can be read in VT once the Short Story Programme has finished for the term (or optional on Fridays)
• Book suggestion slides on monitors around the building
• TASB Reading Challenge

Events
• DEAR: Drop Everything And Read day(s) – launch term 2 – date tbc
• World Book Day: 07.03.2019
• Calderdale Book of the Year Club
• TASB Reading Challenge
• Author session with Melvin Burgee and Mark Illis at Calderdale Library – 21.09.2018 | EHN | Use of Library/Librarian

• Library engagement/lending records

Profile of Reading/Events

• Student voice on VT short story programme
• AR weekly quiz data
• STAR reading tests (termly)
• Author visits/workshops |

A	Support pupils reading below their chronological reading age	As above	Accelerated Reader All students in year 7 and year 8 are registered users of Accelerated Reader. This is monitored closely by the librarian who promotes internal competitions to encourage engagement with reading/quiz taking (e.g. 1 million word, leader boards, displays). Teachers will also have a 1-1 meeting with myself regarding their class' data after each STAR reading test.	EHN	Accelerated Reader • Accelerated Reader quiz scores/engagement • AR tracking sheets • STAR reading test scores
A	All staff to be teachers of literacy	As above	All staff at TASB to view themselves as teachers of Literacy, understanding how developing student literacy helps pupils cope with the cognitive demands of all subjects; writing helps to sustain order and thought; better literacy leads to improved self-esteem, motivation and behaviour; better literacy raises attainment in all subjects. • Staff provided with whole-school CPD on how to support literacy development • Faculties given time (with a Literacy focus) to re-write schemes of work and make amendments Use of specialist knowledge to support individual teachers and departments – History (vocabulary strategies, reading strategies, exam technique) and Science (balancing tier 2 and tier 3 with content, unpicking exam paper, tackling scientific illiteracy)	EHN	• Explicit lesson observation focus • Explicit PM focus • Explicit marking scrutiny focus • CPD documentation • Schemes of work/planning • Staff voice • Student voice • Learning walks • KS4 results Reading age data

A	Literacy Interventions	Key Stage3: the wasted years? Ofsted (2015) Identifies the progress of PP students at KS3 as barrier to achievement later in school. The Teaching and Learning toolkit: Peer Tutoring (July 2012) EEF.	• In year 7, there are three Nurture classes (no bigger than 7 pupils) and the focus is on developing phonological awareness as well as basic comprehension. Pupils are tested regularly, with the aim of graduating back into main stream English class (7b2) as soon as pupils are able. • Those pupils who fell below the expected standard but scored higher than the Fresh Start Phonic threshold entered class 7b2. 7b2's scheme of learning revolves around the same literary text as the rest of year 7, however the focus is on developing comprehension skills and inference: something pupils struggled with on the KS2 reading assessment. Pupils are also enrolled on the Accelerated Reader scheme where they have one hour a week dedicated reading time.	• EHN • MSE • CMN • TA support	<u>Fresh Start Phones (Nurture)</u> • Module pass rates • 'Graduation' into 7b2 • STAR reading age data <u>The Comprehension Gap: 7b2</u> • Accelerated Reader quiz scores • Book looks/scrutinies • Learning walks of 7b2 • STAR reading ages <u>1-1 Reading Intervention</u> • Reading journals/logs • STAR reading age data • AR quizzes
B	Modified scheme of work of Y7 students with lowest levels of numeracy	'*Use assessment to build on pupils' existing knowledge and understanding*' Recommendation number 1 from: Improving Mathematics in Key Stages Two and Three. *Guidance Report Education Endowment Foundation* (2017)	• Used KKN to work initially as extra classroom support with 7b2 • The new white rose scheme in year 7 has increased the use of CPA to support learners understanding of mathematics • The scheme also interleaves topics throughout the year so that these students are supported throughout the year to deepen their understanding	KKN PDN	• Through Maths reviews and whole school QA • As assessment data is collected throughout the year
B	Increased subject specific CPD in Maths	'*Continuing Professional Development (CPD) will be an important component of implementation and is key to raising the quality of teaching and teacher knowledge*' Acting on the guidance: in Key Stages Two and Three. *Guidance Report Education Endowment*	The above has been supported by CPD: • CPD has been provided by White Rose to improve teachers planning and delivery of lessons. Resources have been shared to support this • CPD has been provided by White Rose to improve teachers of 7b subject pedagogy	White Rose Maths Hub	• Through Maths reviews and whole school QA • As assessment data is collected throughout the year

		Foundation (2017)			
B	Targeted intervention	'Use structured interventions to provide additional support' Recommendation number 7 from: Improving Mathematics in Key Stages Two and Three. *Guidance Report Education Endowment Foundation* (2017)	• Learning mentor now works with a targeted small group focussing on a fewer number of small steps to build the students confidence with in particular fractions, percentages and decimals	KKN	• As assessment data is collected throughout the year
B	Work on knowledge retention and retrieval	'Enable pupils to develop a rich network of mathematical knowledge' Recommendation number 7 from: Improving Mathematics in Key Stages Two and Three. *Guidance Report Education Endowment Foundation* (2017)	• TTRockstars has been used for two terms for students to practice and strengthen their times tables recall at home • Students will for the next two terms complete MOR quizzes and tests allowing them to revise key definitions from year 6 and new definitions learnt in year 7. Students are now being exposed to key mathematical terminology such as the associative and commutative laws	PDN	• As assessment data is collected throughout the year
				EHN	
				TA support in nurture	
				KKN	
				White Rose Maths Hub	
				PDN	
				MSE	Funded through PP
				CMN	Funded through PP
				Total Cost of	£23,859

5. Review of expenditure				
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**

6. Additional detail
• In this section you can annex or refer to **additional** information which you have used to inform the statement above.