

Year 7 Literacy and Numeracy catch up premium: Spending Plan 2017-18

Introduction

The **Catch-up premium** provides funding for students in Year 7 who did not reach expected standards in either Maths or English to support the school in raising the achievement of these pupils. The Catch-Up Premium for Maths and English for 2017-18 was £23,631, although the funds in previous years did not transfer from the Local Authority until 15/03/2018.

The De Montfort School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. This is a plan of spending. Wider classroom intervention and additional intervention will be implemented to also support catch-up with no cost factor.

TDMS Context

Although there was a considerable improvement in the 2017 SATS results, the proportion of students reaching age-related standards is still below local and national figures. Specifically;

- 43% of the year group did not achieve the standardised score (100) in the Maths SATS in 2017.
- 42% of the year group did not achieve the standardised score (100) in the Reading SATS in 2017.
- 33% of the year group did not achieve the standardised score (100) in Writing SATS in 2017.

Review

The impact of the 2017-18 spending plan will be partially reviewed in October 2018 and more fully after Easter 2019.

Tim Dolan, August 2018

TDMS School Improvement Plan (Key Improvement Priorities) 2017-18

Key Improvement Priority 1 - Improve teaching and raise achievement, particularly in Years 6 to 8 and for disadvantaged pupils (GN/SLT/WLT/ML)

- a. Teachers have consistently high expectations of what all students are capable of achieving* (SLT/WLT/ML)
- b. Teachers make consistently good use of assessment information so that work is always accurately matched to the skills and abilities of pupils (SLT/WLT/ML)
- c. Teachers' questioning requires pupils to think deeply, including the most able pupils (SLT/WLT/ML)
- d. Teachers provide students with regular opportunities to develop the skills required to write at length, particularly in Year 7 (ML +HOL7)
- e. Attendance improves, particularly for DISADV pupils and SEND (K) and FSM by evaluating the existing strategies (SW)
- f. Year 7 and 8 students make sufficient progress to achieve at least ARE, thereby recovering any ground lost in Year 6 (+HOL7 and 8)
- g. Sixth Form outcomes particularly in VOCATIONAL subjects and for DISADV students and BOYS through teachers accurately matching work to the learning needs of students (ES)

Key Improvement Priority 2 - Improve the effectiveness of leadership and management (GN/SLT)

- a. Precise improvements are made to teaching through more forensic checking of the progress of different groups, particularly DISADV students of different abilities (SLT/WLT/ML)
- b. All plans to improve the school's effectiveness, particularly for DISADV students, contain clear targets and milestones throughout the year (SLT/WLT/ML)
- c. Subject Leaders are trained so that they all have the skills to check and improve teaching and students' progress (SLT/WLT/ML)
- d. PM teacher pay awards are directed towards those staff who have a positive impact on students' progress (SLT/ML)
- e. Staff consistently apply the school's assessment, marking and behaviour policies (SLT/ML)

Key Improvement Priority 3 - Improve governor effectiveness in terms of holding leaders to account (GB)

- a. Ensure complementary skills and links with subjects and year groups enables governors to maintain their strategic overview of the school's work
- b. Ensure SIP and Faculty IPs set explicit targets with clear milestones (esp DISADV) so governors can objectively evaluate if the school is improving quickly enough (GN)

Key Improvement Priority 4 - Improve the leadership and management of the use of Pupil Premium and all funding streams (TD)

Ensure PP and all Spending Plans include specific targets and milestones evaluated in terms of impact and amended accordingly to achieve value for money (TD/SH)

Key Improvement Priority 5 – Curriculum breadth including extra-curricular (TD/SW)

- a. Ensure the curriculum provides a good balance of subjects to interest and motivate pupils (TD)
- b. A range of clubs and extra-curricular activities which pupils enjoy (SW)
- c. Ensure the highest quality of 'personal development' (SW)

Key Improvement Priority 6 – Sixth Form (ES)

- a. Ensure the quality of T & L is at least good (reflect and mirror KIP 1 T & L) - write with HOSF
- b. Ensure Sixth Form IAG and SMSC continues to be at least good (ES)

Key Improvement Priority 7 – Achieve a sustainable culture of safeguarding (FL)

Maintain a culture of safeguarding and effective arrangements for safeguarding underpinned by appropriate levels of staff vigilance

Key Improvement Priority 8 – Increase positive Parental engagement and embed Tutor First philosophy (GN/JS/SW)

Continue to secure the support of all parents and the wider local community

Key Improvement Priority 9 – Year 6: Diminish the outcomes gaps PP/Non PP; Send/Non Send and raise outcomes to national (see HT Governors' Report July 2017) (FL/JPi)

Key Improvement Priority 10 – Diminish the outcomes gaps at KS4 (TD)

- a. Ensure option subject progress and outcomes match core subjects
- b. Review EBacc performance, in particular within Humanities/MFL

Key Improvement Priority 11 – Student Leadership and House Ethos (SW)

Use "one site" to galvanise house and student leadership systems

Key Improvement Priority 12 – Finance and Community –Raise TDMS' profile in the local community; explore additional funding; secure savings to achieve financial stability

Continue to achieve educational improvements with increased financial constraints

Ref	Action	Date	Rationale	Intended impact?	KPI	Cost	Faculty or Area	LMG	Does the data suggest that the gap is closing?
1	Create an extra Maths group across the cohort by increasing the hours of a part time teacher	From 01/09	To support students that did not meet ARE in KS2 by creating an extra teaching group	Improve progress in Maths from HT1 onwards in lower ability groups 7a3 and 7b3, using internal points tracking system	1f	£11,815.50	Maths	TD	Maths
									DC2 progress from DC1 7a3 (2.92); cohort average (2.23); gap +0.69: gap narrowing
									DC3 progress from DC2 7a3 (4.72); cohort average (3.47); gap +1.25: gap narrowing further
									DC4 progress from DC3 7a3 (); cohort average (); gap
									DC2 progress from DC1 7b3 (1.87); cohort average (2.23); gap -0.36: gap widening
									DC3 progress from DC2 7b3 (2.75); cohort average (3.47); gap -0.62: gap widening further
									DC4 progress from DC3 7a3 (); cohort average (); gap
2	Create an extra English group across the cohort by increasing the hours of a part time teacher	From 01/09	To support students that did not meet ARE in KS2 by creating an extra teaching group	Improve progress in English Language and English Literature from HT1 onwards in lower ability groups 7a3 and 7b3, using internal points tracking system	1f	£11,815.50	English	FL	English Language
									DC2 progress from DC1 7a3 (-1.08); cohort average (0.07); gap -1.15: gap widening
									DC3 progress from DC2 7a3 (0.16); cohort average (1.21); gap -1.05: gap reducing
									DC4 progress from DC3 7a3 (); cohort average (); gap
									DC2 progress from DC1 7b3 (4.00); cohort average (0.07); gap +3.93: gap narrowing
									DC3 progress from DC2 7b3 (4.40); cohort average (1.21); gap 3.19: gap still narrowing
									DC4 progress from DC3 7a3 (); cohort average (); gap
									English Literature
									DC2 progress from DC1 7a3 (-4.38); cohort average (-1.13); gap -3.25: gap widening
									DC3 progress from DC2 7a3 (0.56); cohort average (1.87); gap -1.31: gap reducing
									DC4 progress from DC3 7a3 (); cohort average (); gap
									DC2 progress from DC1 7b3 (5.47); cohort average (-1.13); gap +6.60: gap narrowing
									DC3 progress from DC2 7b3 (5.47); cohort average (1.87); gap 3.60: gap still narrowing but 7b3 data static
									DC4 progress from DC3 7a3 (); cohort average (); gap