

Turner Free School Catch-Up Premium Statement

Catch-Up Premium is an allocation of funding from central government to support children who may be vulnerable to under achievement. Year 7 literacy and numeracy Catch-up Premium provided schools with additional funds to support each Year 7 student who did not achieve at least Level 4 in reading and/or maths at the end of Key Stage 2. Since the way in which students are judged at KS2 has now changed, there is no definition of which children qualify for Catch Up Premium, but the amount allocated to schools is based on the proportion of children previously eligible and is expected to be used to help the lowest achieving children catch up with their peers and reduce the gap.

At Turner Schools we recognise that children may have historical low levels of achievement for a variety of reasons. Our aim is to ensure that children can make outstanding progress from all starting points. We are true advocates for Success Without Selection and have an aspiration to provide all students with the Cultural Capital necessary to achieve in any walk of life.

At Turner Schools we allocate Catch-Up Premium to best meet the needs of all of our children. As a Senior Leadership Team we will track how the funding is spent and its impact in the short, medium and long term for individual or groups of pupils. In time we will report how the previous year's funding impacted on the attainment of the pupils who benefitted from it.

Catch-Up premium strategy statement - Turner Free School

1. Summary information					
School	Turner Free School				
Academic Year	2018-2019	Total Catch-Up budget	£11,491	Date of most recent Catch-Up Review	Term 5
Total number of pupils	120			Date for next internal review of this strategy	Termly

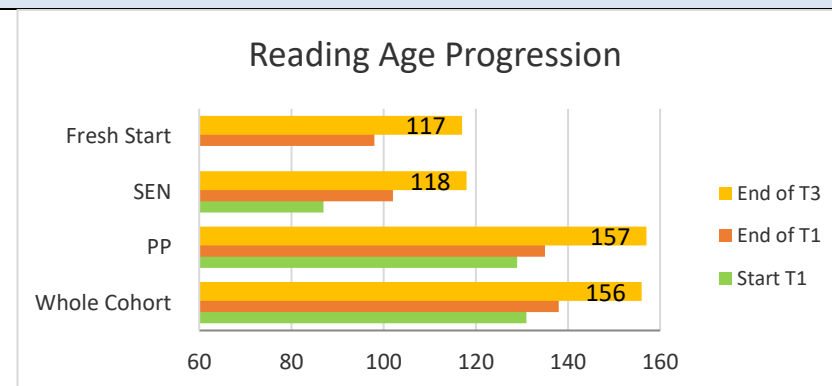
Action	Estimated Cost
Raise literacy levels, with a particular focus on ensuring that all scholars are reading at their chronological reading age, to ensure that all scholars can access the rest of the curriculum.	
Assessment of all scholars' reading age at the start of Year 7 to accurately identify which scholars would benefit from additional support. Retesting done at the end of Term 3 and Term 6.	£250
CATs assessments for all scholars at the start of Year 7 to accurately identify which scholars would benefit from additional support.	£350
SENDCo to deliver Read Write Inc. Fresh Start reading intervention programme for those scholars with a low reading age.	£500
Contribution to the purchasing of books for the library. Daily DEAR (Drop Everything And Read) sessions supported by staff along with library access to encourage a love of reading which will increase their reading ages.	£1000
Teaching Assistant in English lessons to support vulnerable Scholars.	£3000
Accelerated Reader software to promote reading and improved literacy levels.	£1000
Purchase and implementation of Ark Mastery English Curriculum.	£1500
Training of staff to use 'Read Alouds' as part of their teaching pedagogy to empower all staff to develop literacy skills in their subjects.	
English homework after school club, run by English specialists.	
Weekly Intervention sessions delivered by English Specialists, targeted at those Scholars who will most benefit from additional small group time.	

Raise numeracy levels to ensure that all scholars can access the rest of the curriculum.	
CATs assessments for all scholars at the start of Year 7 to accurately identify which scholars would benefit from additional support.	£350
Teaching assistant in Maths lessons to support vulnerable scholars.	£3000
Purchase and implementation of Ark Mastery Maths Curriculum.	£1000
Weekly Intervention sessions delivered by Maths specialists, targeted at those scholars who will most benefit from additional small group time.	
Empower parents and carers to support their children at home with the development of literacy and numeracy levels.	
Reading ages reported to parents and carers three times a year.	
Series of support sessions offered to parents to empower them to support their children at home. These will cover a range of topics including Reading, Organisation and How to deal with Stress.	

Impact

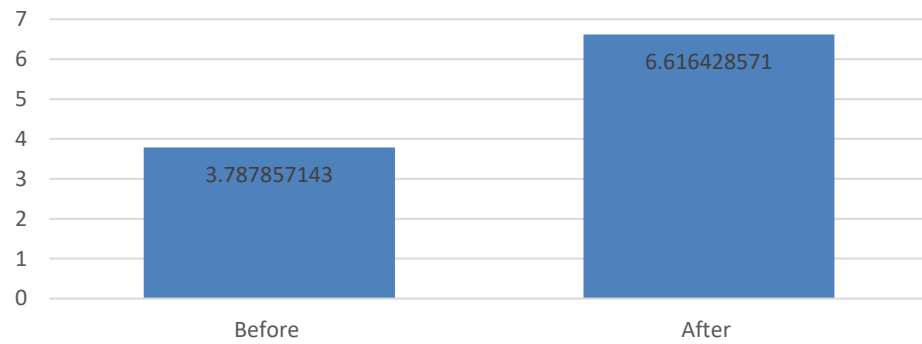
Raise literacy levels, with a particular focus on ensuring that all scholars are reading at their chronological reading age, to ensure that all scholars can access the rest of the curriculum.

The reading ages of Turner Free School scholars have improved significantly due to the interventions we are running. Across a 4 month period the average increase in reading ages was 18 months, with most progress being made by LPA or PP scholars.



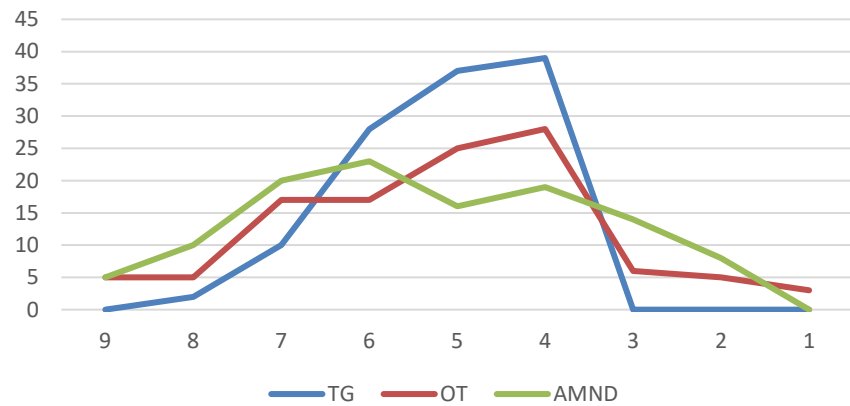
Additionally, English intervention has been strategically used each week to target the scholars most in need of extra support each term. The impact of each session can be seen below:

Impact of English Interventions

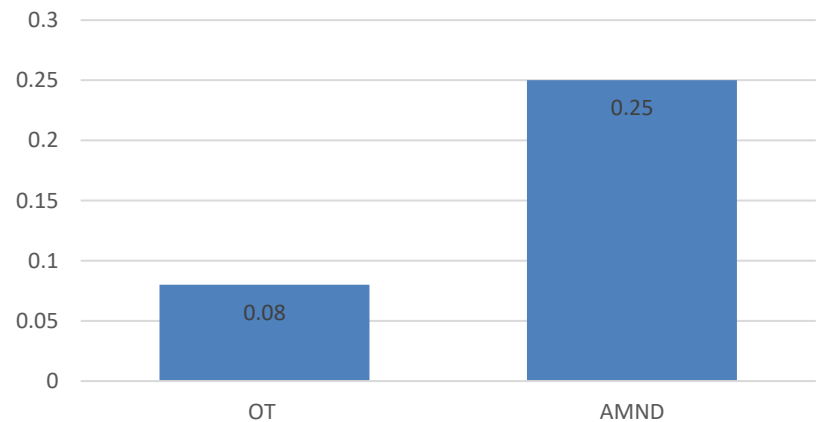


Moreover by using nationally standardised English Mastery data we have been able to confirm that our scholars are making exceptional progress:

Grade Distribution for English

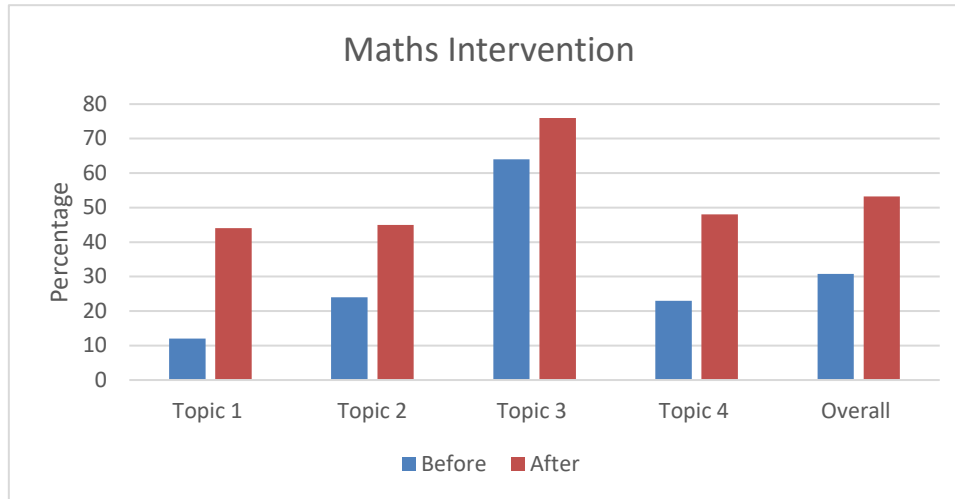


Target Grade Residuals English Mastery

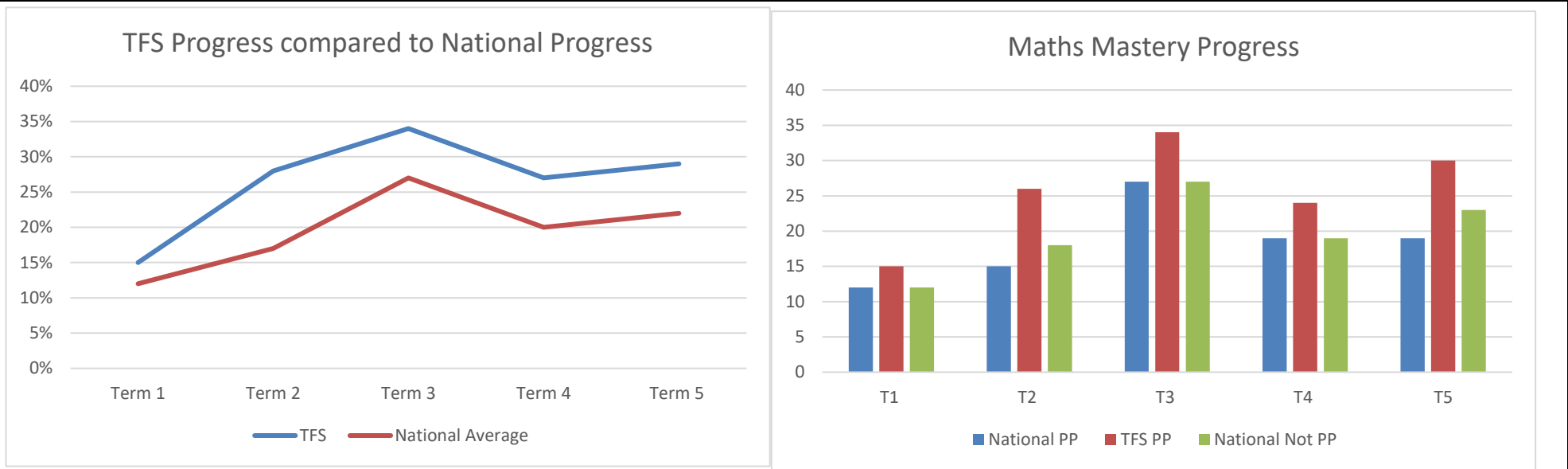


Raise numeracy levels to ensure that all scholars can access the rest of the curriculum.

Similarly to English, carefully targeted maths intervention by either our Maths teacher or our specialist Maths TA has shown to have significant impact on the scholars who need it most:



By also comparing our data to the national Maths Mastery data, we have been able to again show that our scholars are making exceptional progress and consistently more than the average progress for Maths Mastery scholars. This is especially true for PP scholars.



Empower parents and carers to support their children at home with the development of literacy and numeracy levels.

Throughout the year we have run a series of workshops to empower parents to support their children at home, these include:

- How to support with homework
- How to support with revision
- Developing resilience
- How to support with reading and English
- How to support with Maths
- How to support with French
- Online Safety

These sessions have been well received by our parents and were quoted within the Stakeholder Voice as an area of strength within the school.

Moreover, all scholars' reading ages have been reported home twice already during the year and will be included in the final report of the year as well.

