

# Year 7 Catch-up Premium 2016/17

## Allocation, Spend and Impact



Allocation	2016/17 Funding Received		
Number of Year 7 students who did not achieve at least Level 4 in reading and/or mathematics at Key Stage 2	12		= £7,259

*\*Subject to change*

Statements of Success / Impact <i>To use £7,500 to ensure:</i>		2016/17 Cycle RAG		
		1	2	3
A	100% of catch-up students make more than expected progress in English by the end of Year 7 (i.e. at least 15% points progress / equivalent of 3 sub-levels)	66%	75%	83%
B	Reduce the number of students below the national average (L4) in English by, at least, 50% by the end of Year 7 (Number on entry = 9)	77%	100%	100%
C	100% of catch-up students make more than expected progress in mathematics by the end of Year 7 (i.e. at least 15% points progress / equivalent of 3 sub-levels)	16%	16%	34%
D	Reduce the number of students below the national average (L4) in mathematics by at least 50% by the end of Year 7 (Number on entry = 5)	60%	60%	60%
E	All students below the national average in the core take part in, at least, one targeted intervention programme e.g. Lexia	100%	100%	100%

Plan / Spend	AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2016/17 Cycle RAG		
			Jul 16	Sep 16	Nov 16	Jan 17	Mar 17	May 17	Jul 17	Sep 17			1	2	3
1 Embed DEAR time through advisory system (4 sessions each week) so students read widely / often	1.1	12 19	PI	Com	Rv	→			Rv	→		NBr			

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2016/17 Cycle RAG		
				Jul 16	Sep 16	Nov 16	Jan 17	Mar 17	May 17	Jul 17	Sep 17			1	2	3
2	Introduce Read Write Inc. Fresh Start literacy scheme for <L4 students in English	1.1	31 19	PI	Co Im	→	Rv	→		Rv	→		NBr			
3	Embed Lexia reading scheme for <L4 students in English	1.1	31 18	PI	Co Im	→	Rv	→		Rv	→		NBr			
4	Embed Morning Mastery for <L4 students in mathematics	1.1	31 18	PI	Co Im	→	Rv	→		Rv	→		AAr			
5	Employ additional staffing in English to work with <L4 students in English	1.1	31 18	PI	Co Im	→	Rv	→		Rv	→		NBr			
6	Employ additional staffing in mathematics to work with <L4 students in mathematics	1.1	31 18	PI	Co Im	→	Rv	→		Rv	→		AAr			
											7,259					

\*AIP Link = Academy Improvement Plan Link (see Appendix 1 for more details).

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

\*\*\*Number subject to change (still awaiting data for one student)

### Key

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

## Appendix 1 Academy Improvement Plan

### Priorities for 2016-19

Our key drivers of mastery, autonomy and purpose<sup>1</sup> underpin our priorities for 2016-19:

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 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 the Dixons Academies to replicate best practice and to contribute to continuous improvement
  - 3.3. Establish a strong reputation for Dixons Trinity Academy

<sup>1</sup>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 instruction	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
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/>