

## The Pupil Premium Strategy – Mulberry Academy Shoreditch 2017-18

The attainment gap between pupils from deprived backgrounds and their more affluent peers is well documented through all stages of education. In fact, after prior attainment, deprivation is the single most important factor in predicting a child's future life chances. Even the highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by the end of Key Stage 1 (KS1) and the likelihood of a pupil eligible for FSM achieving the expected levels of progress are one third those of a non-FSM pupil. The gap continues to widen through Secondary Education and persists into Higher Education.

### Pupil Premium 2017/18

At Mulberry Academy Shoreditch approximately 74% of students were in receipt of Pupil Premium in 2017-18.

The amount of funding we received in 2017-18 was £610,704 (Inclusive of catch up fund £9,189) from April 2017-March 2018

Year Group	% of PP
7	72%
8	83%
9	77%
10	74%
11	62%

## Removing the Barriers and Diminishing the Difference

At MAS we are proud that our disadvantaged students show positive progress through their journey at the school and that there is no appreciable difference in achievement between disadvantaged students and non-disadvantaged students. For the last 6 years at MAS, there has been no significant gap in achievement between disadvantaged and non-disadvantaged students; a testament to our commitment to inclusion and opportunity for all students. A key part of our ethos is to give all students and staff opportunities and experiences that are truly life changing. This is amply demonstrated by four entitlements that underpin our mission at the academy;

- Ensuring academic achievement is outstanding; promoting motivation, drive, ambition, perseverance and resilience in our students.
- Providing students with creative and cultural experiences to enrich their lives and build confidence, optimism, conscientiousness, curiosity and focus.
- Improving students' quality of life and well-being; developing honesty, integrity and dignity.
- Encouraging students to create positive change, developing tolerance, respect, neighbourliness and community spirit.

At MAS we firmly believe that students should be treated as individuals and that strategies for tackling under achievement need to be specific and personalised. We recognise that some trends exist amongst disadvantaged students, which can present as barriers to their learning but these are assessed on a group by group and student by student basis. From our reading of external research and our own findings, we know that the following can be barriers;

1. Limited Literacy levels
2. Parental understanding and challenge
3. Limited access to language
4. Narrow experience of life outside school
5. Access to home working space
6. Role models from disadvantaged backgrounds

We identify the needs of our PP students in many different ways, some of these are through academic means of assessment and some are social.

We never confuse eligibility for the Pupil Premium with low ability, and focus our support on our disadvantaged pupils to achieve the highest levels. The more able disadvantaged students achieve well at MAS and always remain a focus group for us.

We are incredibly proud to say that since the Pupil Premium was introduced MAS have always had above national results, for all students, for PP students and there is a very small gap between their progress made and their non-disadvantaged counterparts. The academy was recognised in 2017, by the DFE, as one of the top performing in the region, in terms of outcomes for disadvantaged pupils.

For the past 3 years our Pupil Premium students have achieved in the top quintile, nationally, for progress 8.

While Pupil Premium students in all state schools across the country scored an average of -0.38 on this measure, Pupil Premium students at MAS scored an average of + 0.21 in 2018. This was significantly better than their Pupil Premium peers in other schools and also similar to their non-Pupil Premium peers at MAS, who achieved an average of +0.23 on this measure.

### External results

Progress 8 for PP Students	2016	2017	2018 (Unvalidated)
Mulberry Academy Shoreditch	+0.70	+0.32	+0.22
National	-0.38	-0.40	-0.38 <sup>1</sup>
National non PP	+0.3	+0.11	0.13

Progress 8 for PP Students	English	Maths	EBACC	Open
Whole cohort	+0.59	+0.25	+0.26	-0.10
PP Students	+0.57	+0.28	+0.23	-0.10

The Pupil Premium and Year 7 Catch Up funding is spent in an integrated and targeted way to ensure students receive the opportunity for additional support and access to learning opportunities. We have chosen classroom approaches and intervention strategies which are based on

<sup>1</sup> Figure taken from SISRA data colab

recent research, but more importantly projects that we know work for our students. We have used research from the Sutton Trust and the DFE when selecting our strategies and interventions. The progress of our students is monitored throughout the year at each tracking assessment point and our strategies are monitored for their effectiveness and impact.

### Pupil Premium Funding

Year	Pupil premium	Year 7 Catch up	Total
2015/16	567,099	10,000	577,099
2016/17	584,205	9135	593,340
2017/18	601,515	9189	610,704

### Pupil Premium Funding

How it was spent in 2017/18	Approximate cost	Ensuring it is implemented well	Staff lead/Year group	Evaluation	Lessons learned for moving forward	Continuing in 2018/19 Y/N
<p><b>Enrichment: Arts and Culture Trips</b></p> <p><b>Rationale:</b></p> <p>The Academy strives to provide a varied and stimulating education for all children, and well directed educational visits that enrich the learning experience, illustrate subjects in a different setting, or provide new educational experiences, are a major contributor to this aim.</p>	6,247	Activities must always have clear objectives, whether these are directly related to learning in the curriculum or to wider aims of enrichment and breadth of experience.	<p>AVP in charge of trips</p> <p>Head of drama</p>	<p>Trips have be pivotal in developing students cultural capital</p> <p>Reward trips for attendance and punctuality have</p>	Successful trips will continue in to 2018-19	Yes

<p>One of the main barriers for our PP students is a limited experience of life outside school and their cultural capital. By offering educational visits , with an emphasis on the Arts improves our student’s cultural capital</p> <p>Trips are also offered as rewards.</p>		<p>Furthermore, the cost will always be a key consideration in planning to ensure that all school visits offer good value for money</p>		<p>maintained the Academy’s high attendance figures</p>		
<p><b>Enrichment: Arts and Culture</b> Music Service Level Agreement Thames</p> <p><b>Rationale:</b> In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</p> <p>However, our main objective is to ensure that all learners leave us culturally enriched regardless of socio economic factors.</p>	<p>17,411</p>	<p>Review of student sign up and completion of grades showing progress</p>	<p>Head of Music</p> <p>Peripatetics teachers</p> <p>All year groups</p>	<p>66 students take music lessons, 48 are PP students.</p> <p>The students range from year 7 -11 and take part in a range of musical enrichment activities</p>	<p>Place more emphasis on music grades across all years.</p> <p>Improve uptake of instrument lessons in years 12 and 13</p> <p>Increase performance opportunities by having at least half termly show casing of Music and</p>	<p>Yes</p> <p>Review termly</p> <p>Review termly</p>

					regular assembly performance.	
<p><b>Enrichment: Arts and Culture</b> Rewards To include: Principal's Awards The Nobels – celebrating excellence in science and maths Celebrating difference – celebrating inclusion Celebrating achievements through Year groups</p> <p><b>Rationale:</b> There are vast studies showing the impact of reward and motivation on student achievement/academic performance.</p> <p>Celebratory evenings and events improve parental engagement and encourage understanding and challenge</p>	3,997	Communicating the rewards ceremony well to students and parents. All staff to be involved with nominations of students and awards to span all year groups.	Principal  Heads of department Science, Maths and inclusion  All year groups	Rewards improve student motivation and improve parental engagement	Celebrations will continue in to 2018-19  Potentially increase the celebration events across other subjects	Yes  Review termly
<p><b>Enrichment: Trips and visits</b> Duke of Edinburgh</p> <p><b>Rationale:</b> To give students the experience of an outdoor adventure. Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure</p>	5,089	DofE coordinator appointed	DofE coordinator  Years 9 and 10	23 students took part in Bronze DofE and 17 (74%) of these students were PP  25 students took part in Silver DofE	Many students undertook Bronze and Silver.  Improve uptake of silver and gold	Yes

learning interventions appear to make approximately three additional months' progress				and 13 (52%) of these were PP	Introduce gold at sixth form	
<p><b>Intervention: Breakfast club</b></p> <p><b>Rationale:</b> Research from the Education Endowment Foundation shows that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results.</p>	11,886	<p>Breakfast available between 7:30 and 8:15. Appoint a member of staff supervise the breakfast.</p> <p>Catering to track numbers to ensure appropriate food is provided</p>	<p>Catering</p> <p>All year groups</p>	<p>Breakfast club continues to be well attended.</p> <p>More students could take advantage of this provision</p>	<p>Not all PP students attend breakfast club. Look into why regular attenders attend and barriers to attendance identified</p>	Yes
<p><b>Intervention: Staffing</b> Additional staffing in English and Maths to allow smaller sets in year 11 Think forward</p> <p><b>Rationale:</b> There is some evidence that reducing class sizes is more likely to be effective when supported with professional development to learn and develop teaching skills and approaches. Some evidence suggests slightly larger effects are documented for the lower achievers and those from the lower socio- economic</p>	130,002	<p>Effective setting of English and maths ensures lower sets have a higher teacher:pupil ration allowing for effective intervention.</p> <p>Student's who are at risk of becoming</p>	<p>Head of Department English and Maths</p> <p>Think Forward</p> <p>All year groups</p>	<p>Progress 8 data shows this strategy had a greater impact on students with middle prior attainment as progress figures for Maths and English are in the top</p>	<p>Strategy's and resources developed for the use with middle attainers can be used moving into 2018/19. These will need to be differentiated to have a greater</p>	<p>Additional staffing - no</p> <p>ThinkForward - yes</p>

<p>status for very young pupils. We have found that this is particularly true of students who need to catch up.</p> <p>ThinkForward works with hard to reach, disengaged young people. It offers a coach and young people a range of opportunities to connect with, and get experience of, the world of work. These essential activities include business mentoring, insight days, CV writing and interview skills workshops, and work placements.</p> <p>By partnering with a range of businesses from local employers through to large, national companies we provide young people with relevant exposures to the workplace, in many cases bridging a gap that family and community networks are not able to provide</p>		<p>NEET through disengagement are identified and referred to ThinkForward for their mentoring project</p>		<p>quintile nationally.</p> <p>There was less impact on Low prior attaining students as they are in the 3rd quintile for English and 2<sup>nd</sup> for Maths</p>	<p>impact on low prior attainers</p>	
<p><b>Intervention: Residential</b> Offsite English and Maths residentials to improve progress in the core subjects</p> <p><b>Rationale:</b> Every child, regardless of their background, deserves a high quality education and opportunity to fulfil their potential.</p> <p>Over the last 10 years there has been progress in narrowing the disadvantage</p>	<p>4,101</p>	<p>Students identified on termly data drops. Targeted activities specific to identified grade boundary.</p>	<p>DOL English and Maths</p> <p>Year 11</p>	<p>Residential for Maths had a greater impact than English. Over P8 for maths improved from 0.2 to 0.3. In Maths 6% improvement</p>	<p>Continue to focus off site residential on HAP's as this shows greater impact.</p> <p>Evaluate intervention for the 4/5 borderline Maths.</p>	<p>Yes</p>

<p>gap. At secondary school, there has been a reduction of three months, or 14 per cent, in the attainment gap since 2007. However, the pace of change is slow. If the rate of change over the past decade were to continue then it would take over 50 years to get to a point at which the gap did not grow during a child's time in school.</p>				<p>in 9-7 8% 9-5 and 2% 9-4.</p> <p>English results maintained at high levels</p>	<p>Although a 9% improvement was made there is still a 7% gap between Maths and English attainment</p>	
<p><b>Intervention: Tutoring</b> Including Saturday and holiday intervention sessions</p> <p><b>Rationale:</b> Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programs. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers</p>	<p>48,178</p>	<p>Identify students from termly data drop points who are most at risk of not making desired progress in subjects.</p> <p>Students invited to Saturday or holiday intervention – ensuring groups are small enough for impact.</p> <p>Communication made with home.</p>	<p>Heads of Department</p> <p>Year 11</p> <p>Year 13</p>	<p>P8 for Maths and Open element improved by 0.1.</p> <p>English and EBACC dropped by 0.2 and 0.3 respectively.</p>	<p>Increase frequency of data drop points to half termly.</p> <p>Some departments made more progress than others.</p> <p>Maths small group intervention was particularly effective. Review how best practice can be shared across departments</p>	<p>Yes</p>

<p><b>Learning support: Attendance and Welfare</b> Attendance a welfare staff Attendance and welfare SLA</p> <p><b>Rationale:</b> Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons</p>	78,021	<p>Coordinated by the attendance and welfare officer who works closely with the HOYs to target students with low attendance.</p> <p>Home visits are undertaken for persistent absentees</p>	<p>Attendance and Welfare team</p> <p>HOY's and Sixth form</p> <p>All year groups</p>	<p>Attendance figures showed 96.5%. Second highest attendance in the borough.</p> <p>Effective relationships have been built between the attendance team and parents of students</p>	Continue to use the same procedures moving into 2018/19	Yes
<p><b>Learning support: Mentoring</b></p> <p><b>Rationale:</b> Some students present behaviours that become barriers to learning for themselves and others. Mentors work with students to achieve reintegration back into mainstream as soon as possible. The aim is to ensure that pupils can: identify unacceptable patterns of behaviour; accept responsibility for them; identify strategies to improve them.</p>	70,350	<p>Students who are most at risk of not making progress based on behaviours or self-belief are identified. Bespoke packages are developed consisting of a combination mentoring and lesson withdrawal</p>	<p>DOL Inclusion</p> <p>HOY's</p> <p>All years</p>	<p>9 students were supported by mentors. 2 of the 9 showed progress from the beginning of year 11. The provision will be improved to ensure impact</p>	<p>Whilst the support ensured students obtained GCSE's there was not the desired impact. The provision will now be more targeted with shared accountability from inclusion</p>	Yes in a different format

					and classroom teachers	
<p><b>Learning support: Support services</b> Nurture, Blossom Tree Child in time Psychologists</p> <p><b>Rationale:</b> Pupils accessing the above services have barriers to learning. By using the services students attend more lessons and improve their attainment.</p> <p>A number of our students have speech and language difficulties. Blossom Tree focus on these difficulties</p>	32, 786	Students are identified early to access these services. Referrals to Nurture are made through the safe guarding and pastoral teams whilst Blossom Tree referrals come from primaries and behavioural difficulties	DOL Inclusion Safeguarding Pastoral Counsellors All year groups	Support services are vital to improving students attainment.	Referral process to be refined for 'less obvious' students  Child in time will no longer be used moving forwards	Yes (Nurture, Blossom Tree and Psychologists)
<p><b>Learning support: Support services</b> SISRA and 4matrix subscription to track PP progress</p> <p><b>Rationale:</b> SISRA and 4matrix are data support packages used to track student progress. We have set up specific research groups to look at PP as a whole. This piece of software gives us the opportunity to evaluate the impacts of our strategies at key tracking events</p>	2,157	All PP students are entered and updated on to the system for identification which allows progress of all key groups to be analysed. This is managed by the school data manager and reviewed	Assistant Vice Principal SLT Middle Leaders All year groups	Throughout the year training has been issued to SLT and Middle leaders. Data analysis has been supported by leadership meetings to improve confidence in	Ensure ALL middle leaders are confident using SISRA. Encourage classroom teachers to also use SISRA to monitor progress of their classes.	Yes

		termly by the Assistant Vice Principal responsible for assessment. All reviews are based on SISRA analysis and used by all of SLT and all Middle leaders.		the use of SISRA  Usage statistic have improved across the year	Use SISRA and 4matrix to better track key interventions throughout the year	
<p><b>Literacy: Staffing</b> Director of Literacy and EMA</p> <p><b>Rationale:</b> A major barrier to learning for our PP students is poor literacy. A Director of Literacy is key to keeping Literacy high on the agenda.</p> <p>67.3% of our students speak English as an additional language – a significant barrier to progress</p>	85,658	<p>Students requiring literacy support are identified in a number of ways. These include KS2 data, reading age tests and teacher referrals.</p> <p>The Director of Literacy use teaching assistants and literacy champions within faculties to develop literacy strategies and resources</p>	<p>Director of Literacy and EMA</p> <p>All year groups</p>	<p>82 of the 105 PP students are EAL. There is no significant gap in P8 measures between PP students who are EAL and non EAL.</p> <p>The Director of Literacy worked with a small group of year 11's. Whilst there was impact on these students it could be improved.</p>	<p>Banks of literacy resources have been built and there has been significant progress made with KS5 students studying essay based subjects</p> <p>Literacy intervention students have been surveyed and interventions changed to suit the individuals.</p>	Yes

				Student engagement is key in ensuring attendance levels for literacy intervention are high.	Attendance has improved as a result of this.  The concept of literacy champions was not effectively used this year and will not be deployed in 2018/19	
<p><b>Parental Engagement: Support services Translators</b></p> <p><b>Rationale:</b> Many of our parents speak very little English. In order to ensure effective communication between the Academy and parents translators are key to ensuring parents are able to understand and challenge.</p>	3,330	The administration team ensure appropriate translators are available for parents evenings and meetings	AVP in charge of parental engagement.  Admin team  All year groups	A vital resource to ensure parents can communicate regarding their child's progress and make appropriate challenge where required	More work could be done on ensuring parents are able to challenge their children and the academy in terms of progress	Yes
<p><b>Staff training: CPD</b></p> <p><b>Rationale:</b> Outstanding teaching leads to outstanding outcomes. PP students present contextualised issues and CPD is vital to</p>	19,240	CPD is coordinated by an AVP and a mixture of in school and external CPD is	AVP – CPD  All teaching staff	Monitoring evidence showed the overall quality of teaching to be good.	Areas of strength: Growth in the number of Outstanding teaching;	Yes

<p>ensure appropriate teaching strategies are deployed</p>		<p>deployed across the Academy. Learning walks, observations and staff surveys identify the specific needs for staff alongside current research on pedagogical practice in the classroom.</p>	<p>All year groups</p>	<p>Lesson observations and learning walks confirmed that 84% of teaching seen was good or better, with 36% outstanding.</p>	<p>Improvement in differentiation as a result of academy-wide professional learning focus; Learning objectives and outcomes are clear; a variety of learning activities</p> <p>Areas for development: Differentiation still needs to improve as well as systematic and effective checking of students' understanding</p>	
<p><b>Strategic leadership: Staffing</b></p> <p><b>Rationale:</b> Strategic planning and leadership of all strategies implemented to support</p>	<p>82,880</p>	<p>Measuring impact in GCSE outcomes and</p>	<p>AVP with PP responsibility</p> <p>All years</p>	<p>Progress 8 for PP students: 0.21 (national -0.38)</p>	<p>PP strategies are effective across the Academy. Closer</p>	<p>Yes</p>

<p>disadvantaged students and narrow the achievement gap with time allocated to ensure that provisions for disadvantaged students are appropriately targeted and effective</p>		<p>in school data at each DEP</p>		<p>Gap between PP and non-PP students' Progress 8: -0.03 (national -0.50)</p> <p>PP students have been in the top quintile nationally for the last three years</p> <p>PP students in the top quintile nationally for English P8 and Science VA for the last three years. Maths P8 has moved from the 2<sup>nd</sup> quintile to the top this year</p>	<p>monitoring of each strategy can be improved across the academy</p>	
<p><b>Total spend</b></p>	<p><b>601,515</b></p>					

### **Pupil premium funding for academic year 2018/19**

The amount of funding we will receive in 2018-19 will be £578,000 (this overall figure includes estimates of £226,000 for pupil premium funding for April-August 2019 and £6,000 for Year 7 Catch up Funding)

### **New strategies to be deployed in 2018/19**

- Half termly tracking consisting of tracking and forecast grades
- Half termly meetings with HOD's to review progress of year 11 and 13
- SLT mentoring for students with the lowest P8 scores
- More trips to develop cultural capital, including a residential trip for Year 11 and a Year 7,8 and 9 activity based residential to Hindleap Warren
- Introduction of a house system
- Greater focus on rewards including a weekly reward assembly for Year 11 and 13
- School wide sports day
- Maths and science consultant
- Year 11 and 13 lesson visits
- Year 11 subject support guides to support parental understanding and challenge
- Introduction of drop days using external companies with a focus on IACG

**Impact of the 2017-18 PP funding on Educational attainment by year group**  
**Impact on Educational Attainment – Year 11**

Out of 169 students in last year's Y11 cohort, 90 students (53%) attracted the Pupil Premium compared to the national figure of only 29%.

Disadvantaged students made less progress (Progress 8) for their starting points than non-disadvantaged students:

Disadvantaged Progress 8 = 0.21

Non-disadvantaged Progress 8 = 0.24

However, disadvantaged students progressed from their starting points at a rate which is above the progress rate of non-disadvantaged students nationally.

The Progress 8 gap, in school, between disadvantaged and non-disadvantaged students (-0.02) was dramatically smaller than the national gap in maintained schools of -0.50.

All disadvantaged groups, based on prior attainment, made progress above national levels, with middle prior attainment making significantly. Low prior attainers did not make as much progress as the others.

Disadvantaged students made progress in the English (0.57), maths (0.28) and EBACC (0.23) elements significantly above non-disadvantaged students nationally. The Open (-0.10) element is above the national progress 8 figures for disadvantaged students.

Last year there were no significant gaps between disadvantaged and non-disadvantaged students in most of the headline attainment figures:

Headline figure	Disadvantaged	Non-disadvantaged
9-5 English & maths	41%	47%
EBACC: strong pass	24%	24%
Entering EBACC	89%	91%

### **Impact on Educational Attainment – Year 10**

Out of 160 students in the 2017 Y10 cohort 119, (74%) attracted the Pupil Premium.

In all subjects disadvantaged students perform in line with their non-disadvantaged counterparts. In Bengali, business, economics, geography, psychology and Spanish disadvantaged students are closer to their targets than non-disadvantaged.

19.3% of disadvantaged students, compared to 43.9% of non-disadvantaged, are currently achieving 9-5 in English and maths.

### **Impact on Educational Attainment – Year 9**

Out of 181 students in the 2017 Y9 cohort 139, (77%) attracted the Pupil Premium.

In all subjects disadvantaged students perform in line with their non-disadvantaged counterparts. In art, computer science, drama, French, history, maths, music, Psychology, science and Spanish disadvantaged students are closer to their targets than non-disadvantaged.

12.2% of disadvantaged students, compared to 9.5% of non-disadvantaged, are currently achieving 9-5 in English and maths.

### **Impact on Educational Attainment – Year 8**

Out of 170 students in the 2017 Y8 cohort 143, (84%) attracted the Pupil Premium

82.3% of disadvantaged students, compared to 82.9% of non-disadvantaged, are meeting or exceeding age expected progress. Disadvantaged students make more progress than non-disadvantaged in art, French, geography, history, Latin, RE, and Science.

### **Impact on Educational Attainment – Year 7**

Out of 164 students in the 2017 Y7 cohort 119, (73%) attracted the Pupil Premium

87.5% of disadvantaged students, compared to 86.1% of non-disadvantaged, are meeting or exceeding age expected progress. There is less than 5% gap in most subjects, Disadvantaged students make more progress than non-disadvantaged in art, English, Geography, ICT, maths, PE, Spanish and Technology.

### **Priorities for 2018/19**

This data has informed our priorities for 2018/19 which are:

- students achieving grade 5 in maths
- progress of higher attainers

## Year 7 Catch up Funding 2017/18

Year 7 catch up funding is allocated to each student who achieved below a scaled score of 100 in reading or Maths at Key Stage 2. Funding for 2017/18, received in March 2018, was £9,189.

### Impact of funding

Subject	No of students scoring below 100 on entry	Number of students not yet caught up	Percentage of students who are now 'secondary school ready'
English	44	10	77%
EBACC: strong pass	34	19	44%

### Use of funding 2017/18

The English department are all responsible for those students on the catch up fund in their classes. They provided in class support which was noted on personal learning files. All KS3 students had a weekly reading lesson where students on the catch up fund read with the class teacher, TA or allocated partner in the lesson. The class teacher supported reading by directing students to the accelerated reading quizzes to support reading progress. The students had individual reading targets post reading test. These are shared with parents at parents evening. All teaching staff are aware that students are entitled to the reading catch up fund and current reading ages. In both set 3 groups there was a second member of staff to assist the class every lesson who worked specifically with a group of students to help them access the current lesson or to improve literacy skills. This was either in class or in a breakout area within the school. We used 'Renaissance Place- Accelerated Reader' and 'Star Reading' tests to monitor the students' reading age throughout KS3 to ensure progress. Students took part in a weekly reading intervention in their form time and the sixth form reading sessions. Key students who were making the least progress attended the Lloyd's reader's session, reading with

The Maths department undertook initial baseline tests on each year 7 students. The most underachieving students were then targeted to be part of a support programme to bridge these gaps. The tasks for each student were based around their baseline assessment and areas of apparent weakness were highlighted and targeted.

## Evaluation

The strategies deployed in English have been more successful than in Maths, and as such each strategy has been evaluated and this has been used to inform the strategies listed below. We aim for 100% of our students to have 'caught up' so there will be a greater focus on withdrawal of small groups

## Strategies and Impact for 2018/19

In September 2018, 32 year 7 students were identified as ending KS2 with a score below 100 in English and 26 students in Maths scoring below 100.

The following interventions

1. Lexia reading programme
2. Reading morning intervention programme
3. In Class- Teacher Intervention
4. English and Maths additional lesson
5. Senior leader line managing the intervention

For 2018-19 the co-ordination of Catch Up projects was led by the Assistant Vice Teacher with responsibility for Literacy and Numeracy in partnership with HODs for literacy and Inclusion, English and Maths. This will incorporate providing additional literacy and numeracy lessons believed by the Head of Inclusion and Higher level TAs. The Head of literacy is running a project on teaching methods to support reading in the classroom. This includes work with primary school partners de-constructing the reading paper to understand specific skills required for each question. This in turn is being used to lead whole school CPD on the best strategies to support reading within all subject area. Furthermore, the literacy lead is working with Department areas to ensure their curriculum supports identified skill gaps in reading. All students are involved in morning sessions using Lexia and also a weekly one to one reading session.