



# KING'S LEADERSHIP ACADEMY BOLTON

**Catch-Up Premium Funding Report  
2020 and 2021**

<b>Name of School</b>	<b>King's Leadership Academy</b>
-----------------------	----------------------------------

The literacy and numeracy Catch-up Premium provides schools with additional funding to support Year 7 pupils who did not achieve the national expectation in reading and/or mathematics at the end of Key Stage 2.

How much funding did the school receive in 2019/20 for catch up premium and how many pupils was this intended to support? £14112 What did the school spend it on?

Area of spend	Amount spent 2019/2020
Contribution to intervention resources	£6500
Contribution to Software to support Reading and numeracy programmes	£4400
Contribution to morning and after school intervention in English and Maths	£3212
Total spend	£14112

### **What were the reasons for these spending decisions?**

Students who start secondary schools with entry levels below national expectations in literacy and numeracy are at significant disadvantage. With detailed intervention and support, this disadvantage is known to continue and get worse throughout their secondary school career. King's Leadership Academy approach is to intervene early to ensure they make rapid progress in literacy and numeracy.

### **What strategies have been used to monitor and evaluate the impact of Year 7 Catch-up premium funding?**

Literacy skills are embedded through Lesson 0: 45 minute "mill time" at the start of each day. Each day starts with silent reading before the following programme takes place: on Tuesdays, pupils engage in whole class reading of a novel lead by their teacher; on Wednesday pupils recite famous works of poetry and read a topical news story; on Thursday, pupils complete a Spelling Test of commonly misspelled words followed by the explicit teaching of Latin and Greek root words that are frequently used in English. Furthermore, the pupils use the Accelerated Reader and NGRT programme to test their reading ages and target them with challenging texts. Students highlighted as needing intervention are supported in small group Mill time intervention.

Numeracy skills are embedded via the HegartyMaths platform. This is used for student homework, revision and support in lessons. Moreover, there is a weekly house competition for students in relation to the most time spent on Hegarty and the most questions answered. In addition to HegartyMaths students use the Accelerated Maths programme in their reach lessons and 5 times a year their numeracy ages are tested via STAR Maths. Students highlighted as needing intervention are supported in small group Mill time intervention. Continue to offer Hegarty Maths support class after school along with interventions for those with lower numeracy scores.

### **Further actions**

To stretch higher attainers - we introduce Simon Singh's Parallel programme which tackles problem solving and UK Maths Challenge questions each week.

To embed a love of number we continued with house competitions and after school Maths club as well as partaking in Cross-Trust Maths competitions.

We will plan a visit/Host a speaker in the field of Mathematics to link with the careers work we do and to highlight the importance of Mathematics and Numeracy in real-life.

### **What difference did the use of literacy and numeracy Catch-up funding make to outcomes for Year 7 pupils supported in 2019/20?**

**Reading:** The additional funding allowed us to Increase the amount of time spent reading fiction by way of whole-class reading in Mill time and targeted intervention to reduce literacy gaps and increase reading ages. The funding also allowed us to Increase the focus on functional presentation skills during book scrutiny so that literacy skills and handwriting legibility are reinforced across all subjects.

#### **Mathematics:**

In numeracy, the funding allowed us to strengthen the provision in the foundation phase, with 'Accelerated Maths platform' in reach lessons along with STAR tests that helped us to inform intervention. The HegartyMaths for Homework and GAP week gave us the additional tools to narrow the gap and increase skills in all of the groups.

### **What evidence does the school have of sustained performance of pupils who received Catch-up premium in previous years? (e.g. average progress score of low-attaining pupils in 2018, reading ages vs chronological ages of pupils who received support)**

Using the NGRT scores for monitoring literacy, students in specific groups performed really well. Girls made 9.5ppt increase from learning cycle 1 (September). however, boys made -8.5ppt progress, which means that this will be a focus point for year 8. Students on the pupil premium register improved by 3.1ppt from learning cycle 1 and also narrowed the gap from their peers.

#### **STAR test scores - Numeracy**

Using the STAR maths test, students in all groups performed significantly higher from their starting points at Learning cycle 1, with an overall score of 67% of the students scoring 100 and above. The strategy will continue in for students entering in September 2020.

### **How much funding has the school received for 2020/21 Catch-up premium?**

No funding available.