

Catch up Premium - Impact of Spend

2018 – 2019



Version Number: 01

Ratified by Local Governing Body: September 2018

Next Review Due: September 2019

School Link: Mrs J Thomson

Catch up Premium

Impact of Spend 2017 - 2018

Provision was made for all learners in years 5, 6, and 7 and targeted learners in year 8 (PP/SEND) to be enrolled onto the Accelerated Reader Programme.

Learners were tested at three points in the year to determine reading age and interventions were undertaken by class teachers in light of the findings of these tests. Learners who, for example, regressed in their 'Star Reading' tests would be individually targeted by the class teacher.

Information on the progress made by class groups was also shared with progress tutors in year 7 in the Spring and Summer term.

Historically, the impact of Accelerated Reader has shown limited impact on learner outcomes. Whilst it has always been a tool to encourage reading for pleasure and promote better reading habits, data has not indicated significant changes to reading scores across the three 'Star Reading' tests.

In 2017-18 we began to see more positive outcomes for Years targeted.

Class	Progress in months - average
5S/ 5WG	**
6S	+ 8 MONTHS
6I	+ 8 MONTHS
7G/ EN1	+ 4 MONTHS
7G/ EN2	+ 3 MONTHS
7G/ EN3	+ 1 MONTHS
7B/ EN1*	-MINUS 3 MONTHS
7B/ EN2	+ 4 MONTHS
7B/ EN3	+ 3 MONTHS
8B/ EN3	+ 9 MONTHS
8G/ EN3	+ 3 MONTHS

(* Please note – the timetable prevented access for this class to receive an AR session in the library for half the year)

(**Year 5 were not part of the ‘Star Reading’ test programme so are excluded from this data)

Three groups made progress in line with chronological age.

The vast majority of all learners made progress in their reading, supported through their involvement in Accelerated Reader.

8B/En3 – 45% PP/ 90% SEND – achieved the highest results across the school.

6S/ 6I – 35% PP – achieved progress in line with chronological age.

These improvements have come about as a result of:

- Better communication – sharing of data. ‘What Works Well?’ Targeted support and ‘form/class-based’ reading in the summer term.
- Prizes – increase in the prizes and incentives – through assemblies, class based initiatives (summer term 1 class received £5 each week for ‘Reader of the Week’)
- Timetable that was clearer, adhered to and well supported by a proactive Librarian – sharing weekly updates with the English teams

Some highlights of the AR programme 2017-18

Student 1 (Year 5) - G&T - scored 254.9 points last year for an engaged time/ day of 63 minutes

Student 2 (Year 6) - PP - scored 62.8 points last year for an engaged time of 20 minutes per day

Student 3 (Year 7) - PP - scored 107.4 points for an engaged time / day of 30 minutes

Student 4 (Year 7) – PP – scored 183.8 points for an engaged time / day of 57 minutes

Student 5 (Year 7) – scored 104.8 points for an engaged time / day of 16 minutes

Student 6 (Year 7) - scored 59.8 points for an engaged time / day of 18 minutes

Action Points

1. Ensure we add Pupil Premium information to the Accelerated Reader database to make it possible to assess the impact of PP students throughout the year.

2. Share best practice. Limit the inconsistencies in progress and impact

3. Share, record and assess the impact of interventions throughout the year. (3 report points – following each of the Star Tests)

However, it is clear that significant progress has been made in the delivery of Accelerated Reader throughout this academic year. We have begun to see the impact of various initiatives and are confident that growth and progress will be seen by the majority of the current cohort in 2018-19.

We are aiming to see >70% of the cohort involved with Accelerated Reader making progress in line with chronological age.