Dixons Trinity Chapeltown Year 7 Literacy and Numeracy Catch-up Premium 2018-21

Allocation, Spend and Impact

Allocations to new schools

Allocation	Expected funding		
Based on the School Census	**2018/19**	**2019/20**	**2020/21**
Schools that have students in Year 7 and are completely brand new (for example, no predecessor school in the October 2017 School Census), or schools that existed according to the October 2017 school census and did not have pupils in Year 7, but now have pupils in that group recorded in the October 2018 census, will receive an allocation. For these schools, allocations have been made by calculating, for each local authority, the proportion of Year 7 pupils on the October 2017 school census that was eligible for the Year 7 catch-up in 2017 to 2018. This proportion has been applied to the number of Year 7 pupils recorded on the school's October 2018 census. *https://www.gov.uk/government/publications/year-7-literacy-and-numeracy-catch-up-premium-2018-to-2019/year-7-literacy-and-numeracy-catch-up-premium-2018-to-2019-conditions-of-grant*	£11,471	£11,471	£11,471

Statements of success / impact

	Use £11,471 to ensure:	RAG		
		2018/19	**2019/20**	**2020/21**
A	All students below chronological reading age on entry make progress towards, or reach, their chronological reading age	+16 months		
B	All catch-up students in English make progress towards, or reach, the national average standard age score (SAS) of 100	+2.2		
C	All catch-up students in maths make progress towards, or reach, the national average standard age score (SAS) of 100	+7.47		
D	All students below the national average in the core take part in, at least, one targeted intervention programme e.g. Lexia, Fresh Start	100%		

#	Plan / Spend	AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	RAG		
				Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21			2018/19	2019/20	2020/21
1	Embed DEAR time through advisory system (4 sessions each week) so students read widely / often	1.1	25	Pl	Co Im	Rv	→			Rv	→	-	ATu	green		
2	Embed Fresh Start phonics scheme for <100 students in English	1.1	23 18	Pl	Co Im	→	Rv	→		Rv	→	1,300	ATu	green		
3	Embed Lexia reading scheme during DEAR for <100 students in English	1.1	25	Pl	Co Im	→	Rv	→		Rv	→	3,850	ATu	green		
4	Embed weekly Morning Mastery for <100 students in mathematics	1.1	30 14	Pl	Co Im	→	Rv	→		Rv	→	-	CBa	green		
5	Employ additional staffing in English to work with <100 students in English	1.1	30 14	Pl	Co Im	→	Rv	→		Rv	→	3,160	ATu	green		
6	Employ additional staffing in mathematics to work with <100 students in mathematics	1.1	30 14	Pl	Co Im	→	Rv	→		Rv	→	3,160	CBa	green		
7	Embed the use of GL baseline testing <100 students in English to drive interventions	1.1	9	Pl	Co Im	→	Rv	→		Rv	→	-	PSa	green		
8	Embed the use of GL baseline testing <100 students in mathematics to drive interventions	1.1	9	Pl	Co Im	→	Rv	→		Rv	→	-	PSa	green		
9	Embed weekly Prep intervention sessions to work with <100 students in English	1.1	30 14	Pl	Co Im	→	Rv	→		Rv	→	-	ATu	green		
10	Embed weekly Prep intervention sessions to work with <100 students in English	1.1	30 14	Pl	Co Im	→	Rv	→		Rv	→	-	CBa	green		
11	Offer homework intervention to <100 students in English and mathematics	1.1	11 14	Pl	Co Im	→	Rv	→		Rv	→	-	YCo	green		
12	Offer extra curriculum time for catch up students in English and mathematics	1.1	14	Pl	Co Im	→	Rv	→		Rv	→	-	PSa ATu	green		
13	Embed Numicon <90 students in mathematics to deliver as part of double-staffing	1.1	14	Pl	Co Im	→	Rv	→		Rv	→	-	CBa	green		

Plan / Spend

| | | AIP Link* | EEF Toolkit** | Implementation Timeline | | | | | | | | Cost (£) | Lead | RAG | | |
				Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21			2018/19	2019/20	2020/21
14	Embed Tutor Trust for 100 students in English and mathematics	1.1	14	Pl	Co Im	→	Rv	→		Rv	→	-	NBr	🟩		

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

Co	Communicate	Pl	Plan	Pt	Pilot	Rv	Review	Im	Implement	

Appendix 1 Academy Improvement Plan

Priorities for 2019-22

Our key drivers of mastery, autonomy and purpose[1] underpin our priorities for 2019-22:

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. Propagate our disciplined and joyful school culture
   2.2. Develop 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. Sustain our 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. Further enhance the strong reputation for Dixons Trinity Chapeltown

[1]*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	£ £ £ £ £	★★★★★	+ 3 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)	£ £ £ £ £	★★★★★	+ 2 Month	Low impact for very low cost, based on limited evidence.
11	Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on limited evidence.
12	Individualised instruction	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
13	Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on limited evidence.

	Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
14	Mastery learning	£ £ £ £ £	★★★☆☆	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★★★★☆	0 Month	Very low or no impact for moderate cost, based on extensive evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★★★★☆	+ 7 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	£ £ £ £ £	★★★☆☆	+ 4 Months	Moderate impact for moderate cost, based on moderate 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	£ £ £ £ £	★★☆☆☆	+ 1 Months	Low impact for low cost, based on 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	£ £ £ £ £	★★★★☆	+ 6 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★★★☆☆	+ 3 Months	Moderate impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★★★☆☆	- 4 Months	Negative impact for very high cost based on moderate 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 limited 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	Low impact for moderate cost based on limited evidence.
33	Summer schools	£ £ £ £ £	★★★★☆	+ 2 Months	Low impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★★☆☆☆	+1 Months	Low impact for high cost, based on limited evidence.
35	Within-class attainment grouping	£ £ £ £ £	★★☆☆☆	+3 Months	Moderate impact for low cost, based on limited evidence.

http://educationendowmentfoundation.org.uk/toolkit/