

Catch up strategy statement

The Year 7 Catch-Up Premium is a stream of funding that a school receives in addition to core funding. The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading and/or mathematics at the end of key stage 2 (KS2) i.e. at the end of their Primary school. Schools receive an additional £500 for each pupil in their year 7 intake, who fulfills this criterion.

1. Summary information					
School	HAVEN HIGH ACADEMY				
Academic Year	18/19	Total Catch up budget	TBC £29,846 est		
Total number of pupils	1058	No of pupils eligible	tbc	Date for next internal review of this strategy	July 19
2. Current attainment for year 7 only					
			On entry year 6/7	End of year 7 2019	
% not achieving benchmark 100 score in Reading			41%		
% not achieving benchmark 100 score in Maths			37%		
3. Barriers to future attainment (year 7)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Low reading and spelling ages on entry- 41% less than 10 yrs reading age and 30% less than 10 years spelling age				
B.	High proportion of students with English as Additional Language- 37%				

C.	Low levels of numeracy on entry -37% below benchmark	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance	
E.	Lack of support/engagement with parents e.g. reading at home	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	To improve year 7 reading ages, above their current average level. Delivered through Accelerated Reading and a targeted phonics program for specific catch up students as well as a Guided Reading program for targeted students. Measured through NFER testing throughout the year.	For the average RA progress rate to improve and for individuals to improve their RA. For catch up students to significantly improve their RA.
B.	Targeted EAL support to be given alongside other literacy interventions. Classroom teachers to be provided with the resources needed to support specific students and regular CPD delivered by the HOF MFL/EAL.	Improved assessments in English and ESOL. Improved ability to access the curriculum.
C.	To be able to access the mathematical vocabulary needed to progress to the next steps in mathematical thinking, such as problem solving. Measured through teacher assessments and analysed using Progresso.	For the % of students working at age related targets to improve.
D.	EWO team to support all students below 95% attendance alongside the Academic Progress Coordinator for year 7.	To reduce the number of PA students in target group.
E.	Ensure attendance at parents' evenings.	90% attendance.
5. Planned expenditure		
Academic year	2018 2019	
i. Quality of teaching for all		

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved levels for those below 100 score on entry in reading. See notes at end	Targeted intervention led by qualified teachers focused on moving students closer to age expected levels.	EEF and DfE have reported research reviews on literacy interventions. 1:1 support is the most effective literacy support and that this should continue for at least 10 weeks. These strategies have been tried and tested to produce robust results in terms of student reading ages and comprehension.	Assessment on entry and regular testing to measure progress through SAS scores and impact of provision.	PHalford, N Wilson (Literacy Coordinator) and E Garbutt (Head of Faculty) V Macken (Reading Coordinator)	Annually
Improvements for those with reading ages below 9 years. By T5 50% of targeted students will be working at age expected levels with 85% having made progress towards this target.	Targeted phonics intervention led by a specialist Teaching Assistant focused on raising reading ages and access to curriculum.	As above. In addition, more focus on reading across the curriculum through the literacy (N Wilson) and reading (V Macken) action plans.	Assessment on entry and regular testing to measure progress and impact of provision.	K Goldsmith, N Wilson and E Garbutt L Dally V Macken	Termly
Improved confidence and levels in English for those students with English as an Additional Language	Targeted intervention by a team of experienced foreign language TAs lead by the Head of MFL/EAL faculty.	National Subject Association for EAL and British Council research and strategies.	Assessment on entry using ESOL to assess English ability and CATS to assess cognitive ability. Repeated regularly.	EAL team and P Jarnalo in conjunction with the English faculty.	Regularly, based on individual student's needs.

Improved levels for those below 100 on entry for mathematics. By T5 65% of targeted students will be working at expected levels.	Targeted intervention led by qualified teachers focused on moving students closer to age expected levels.	EEF research states that interventions should happen early, both because mathematical difficulties can affect performance in other areas of the curriculum, and in order to reduce the risk of children developing negative attitudes and anxiety about mathematics..	Assessment on entry and regular testing to measure progress and impact of provision.	C Smith, K Mitcham and A Thompson	Termly
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Total budgeted costs-
 Cost of intervention staff= £140535
Contribution towards this from Catch up Funding = TBC

ii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance for all groups of students.	EWO team of two staff focussed on Haven High Academy students. Daily phone calls, home visits	For above interventions and good quality first teaching to have an impact, students need regular attendance of 95% or above.	Weekly reports to SLT, Academic Progress Coordinator and Head of Year to meet with EWO team to discuss individual students.	Cir and JAI	Termly
Improve parental engagement and attendance to parents' evenings.	Introduce appointment system, alter timings, utilise form tutors to ensure maximum uptake,	For the above interventions for reading to have an impact, parents need to be engaged and supportive.	Head of year to work with SLT to ensure maximum % of students make appointments. Those parents who do not attend to be contacted and invited in for individual	Head of Year 7 and ATn	Following each parents' evening.

	head of year to call home.		meetings. Headteacher to follow up.		
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6. Review of expenditure 2017 2018										
Previous Academic Year funding		£29,846								
i. Quality of teaching for all										
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost						
Improved levels for those below 100 score on entry in reading. 45% of targeted students to be working at expected levels and 85% of targeted students to have made progress towards expected levels.	Targeted intervention led by qualified teachers focused on moving students closer to age expected levels.	<p>49% of students in year 7 2017 were below 100 reading score on entry.</p> <table border="1"> <thead> <tr> <th>TARGET</th> <th>ACHIEVED</th> </tr> </thead> <tbody> <tr> <td>45% of targeted students working at expected levels</td> <td>70%</td> </tr> <tr> <td>85% of targeted students to have made progress towards expected levels.</td> <td>82%</td> </tr> </tbody> </table>	TARGET	ACHIEVED	45% of targeted students working at expected levels	70%	85% of targeted students to have made progress towards expected levels.	82%	A more scaffolded transition from small group intervention to mainstream classroom is needed to ensure these students can sustain their levels with less support.	See below
TARGET	ACHIEVED									
45% of targeted students working at expected levels	70%									
85% of targeted students to have made progress towards expected levels.	82%									

Improved levels for those below 100 score on entry in maths. 45% of targeted students to be working at expected levels and 85% of targeted students to have made progress towards expected levels.		46% of students in year 7 2017 were below 100 in maths on entry.			
		TARGET	ACHIEVED		
		45% of targeted students working at expected levels	80%		
		85% of targeted students to have made progress towards expected levels.	90%		

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Group 9	GROUP 4	GROUP 1	GROUP 9	MEETING
2	GROUP 2	GROUP 6	Guided reading NPE	GROUP 7	GROUP 7
3	GROUP 3	GUIDED READING MLN	GROUP 3	Guided reading SLR	GROUP 1
4	PPA	GROUP 5	GROUP 2	GROUP 8	GROUP 8
5	GROUP 5	PPA	GROUP 4	GROUP 6	PPA

Group	Session 1	Session 2			
1	SC MA SC SC SC P1 WED	HUM EN HUM HUM HUM P3 FRI	6	HUM PE HUM MA EN P2 TUE	PE MA PE PE SC P5 THURS
2	PE HUM HUM AR PE P2 MON	SC EN EN SC HUM P4 WED	7	EN SC MA EN FRI 2	ICT MU HUM MA P2 THURS
3	SC HUM HUM HUM MA P3 MON P3	SOC MA MU MU HUM P3 WED	8	SC EN EN EN EN SC P4 THUR	HUM AR AR AR AR HUM P4 FRI
4	PE HUM HUM PE P1 TUE	MA SC SC MA P5 WED	9	ICT HUM PE ICT P1 MON	MU MA ICT MU P1 THUR
5	EN SC SC EN SC AR P5 MON	MA AR EN MA AR HUM P4 TUE			

Reading Intervention plan for term 1 2018

