

Catch Up strategy statement Banovallum

1. Summary information					
School	Banovallum				
Academic Year	2018-19	Total Catch Up budget	Estimated £12,000 in March 19	Students who are <100 or below in Reading	42
Number of Students on roll in Y7	116	Number of students eligible for Catch UP	89	Students who are <100 or below in maths	47
Total number of students	588	Number of students eligible for Catch UP & PP	32	Students who are <100 or below in both Reading & Maths	32

2. Rationale

This is additional funding provided by the government to specific Y7 students who did not achieve 100 at the end of KS2 in either maths or English Reading.

- It is only allocated during the academic year for Y7
- In our context it is inextricably linked with the pupil premium as many of our students fall into both categories.
- The funding should be strategically spent to ensure our students “catch up” with their peers and thus are able to access the curriculum
- We also take into account low attainment on our baseline tests and if there is a need we do YARC testing

1. Planned expenditure	
Academic year	• 2018/19
<p>The school allocates its funding in the following key areas.</p> <ul style="list-style-type: none"> • Curriculum - Particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps between Low attainment and others. 	

- **Specific need** - Pupils who are identified with a specific need including SEND pupils, low attaining pupils on entry and pupils with behavioural issues are supported to ensure that any gap with these needs narrows
- **Teaching and Learning** - To develop compelling learning throughout the curriculum through a culture of consistency and creativity. A focus on an active research model to develop and evaluate strategies to narrow the gap in attainment and progress between the above groups of students and other in the school whilst improving provision for all. Particular research has been done in the Mobilise project
- **Cultural capital** - Access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils
- **Attendance and punctuality** - to implement strategies to address the gap in attendance and punctuality rates for all students and specifically those on the catch up program

Focus	Barriers to learning	Desired outcomes	Rationale based on EEF findings	
<p>Narrowing the gap in Literacy reading levels for Low PA students</p>	<p>Access to reading materials at home.</p> <p>Specific literacy need creating a barrier to accessing the wider curriculum.</p> <p>Low literacy levels from KS2 <100 scaled reading score Catch up premium Disengagement/inability to relate to texts</p>	<p>Improved engagement and attainment and KS3 and KS4 Access to wider school curriculum improves Gap in reading ages reduces Students access and read outside the school Students read for pleasure Students reading skills are improved through the focus on reading and specialist reader programme</p> <p>Be able to use the computer reader as soon as possible to allow for exam access arrangements.</p> <p>Improve the engagement with ICT resources to facilitate learning</p>	<p>EEF research indicates that that software based programmes +5 months for PP pupils. Particularly effective with weaker readers as a catch up intervention – Delivery within specific timetabled lessons is a part of a larger strategy to engage students in reading. +5 months: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> ● Targeted reading aloud and discussing books with young children ● Explicitly extending pupils' spoken vocabulary ● The use of structured questioning to develop reading comprehension <p>+5 months Reading comprehension strategies Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves</p>	

Chosen strategies

- Continue with the Nurture Form in Y7 & Y8
- Stage 1 students who are the lowest in terms of scaled scores will be withdrawn and receive extra literacy in small groups with specialist teachers. They will follow a bespoke program led by the specialist teacher KC with support from DR
- Stage 1 intervention lessons twice per week in the base for years 7 – 8 plus some students in 9, 10 and 11
- Stage 2 students will be withdrawn for a period of time and will follow a programme based on inference. This will commence January 2019 and be led by DR with support from KC.
- Stage 3 students English specifically timetabled an extra lesson in Y7 and to have access to the IT suite to use Achieve 3000.
- Read Write 2 Reader used to aid with all internal and external exams
- Learning support base open every break and every lunchtime in the base, which is fully staffed.
- Specialist teacher trained by the British Dyslexia Association who will oversee the bespoke stage 1 intervention.

Total budgeted cost

£ staff costings for rearrangement of Form Tutoring. Training for Teaching and Learning timetable costs for planning stage 2 int.

Focus	Barriers to learning	Desired outcomes	Rationale based on EEF findings		
Narrowing the gap in Numeracy levels for Low PA students	<p>Variability in numeracy levels from KS2 < 100</p> <p>Student challenge within maths curriculum</p> <p>Access to maths basics skills to catch up deficit at KS2</p> <p>Understanding of technical language within maths problems and awareness of context of problems due to experience of cultural capital</p> <p>Low Literacy levels on entry</p> <p>Access to appropriate specialist equipment eg calculators</p>	<p>Improved engagement and attainment at KS3 and KS4</p> <p>Access to wider school curriculum improves with pupils being able to transfer skills</p> <p>Student functional maths ability improves</p> <p>Students feel compelled and empowered to problem solve using maths skills.</p> <p>Students have the resilience to not give up on challenging mathematical problems</p> <p>The use of the new numeracy room to enable a key base and focus for maths intervention work.</p> <p>Students will perform better in their assessed tests in March April 2019.</p>	<p>+5 months: Mastery learning strategies Lower attaining pupils on entry may gain more from this strategy than high attaining pupils, by as much as one or two months'</p> <p>+1 month: Teaching assistants</p> <p>Evidence suggests that TA's can have a positive impact on academic achievement. However, the impact is dramatically improved when TA's support individual pupils or small groups, which on average show moderate positive benefits.</p> <p>+4 months: Small group tuition</p> <p>Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.</p>		
<p>Chosen strategies</p> <ul style="list-style-type: none"> • Continuation of the use of a specialist TA and lead practitioner to work with and develop materials for key students in maths • Intervention especially with those who have missed key mathematical concepts or have been ill Key member of SEN team used. SL and MM • Targeted intervention of key students means they are now withdrawn from lesson but additional support provided during form times on a rolling program • Development of numeracy across the curriculum strategies and engagement Numeracy days and training Numeracy challenge weekly • Data training to indicate those students who have Low prior ability • Parental Key engagement evenings for maths • Purchase of Equipment key for maths. Calculators • Hegarty maths to be used across the school but particularly with Y7 					
				Total budgeted cost	<p>£ staff costings for Lead Pract in Maths and TA</p> <p>Timetable cost of room.</p> <p>Equipment Teaching and learning Hegarty Maths.</p>

