



# Catch-up Funding Strategy Statement

1. Summary information					
School	Stewards Academy				
Academic Year	2018/19	Total Catch-up Funding	£24,951	Date of most recent internal review	Summer 2018
Total number of pupils in Y7	230	Number of pupils eligible for Catch-up	60	Date for next internal review of this strategy	Summer 2019

2. Current Attainment	
	<b>2017/8</b>
% achieving strong pass in English and maths (standard pass)	36.3% (60.3%)
Progress 8 score average	-0.21
Attainment 8 score	40.90

3. Barriers to future attainment	
<b>In-school barriers</b>	
<b>A.</b>	Literacy skills of some pupils entering Year 7 are below national standard.
<b>B.</b>	Numeracy skills of some pupils entering Year 7 are below national standard.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Year 7 pupils who did not achieve the national standard for Reading at KS2 make accelerated progress in reading and English, resulting in a level of attainment closer to their peers.	Renaissance Accelerated Reading testing shows pupils make accelerated progress following intervention. Assessment books in English show accelerated progress in specified areas of weakness. Individual Pupil Reports give evidence of improved attainment and attitude to learning.
<b>B.</b>	Year 7 pupils who did not achieve the national standard for maths at KS2 make accelerated progress in maths, resulting in a level of attainment closer to their peers.	Renaissance Accelerated Maths testing shows pupils make accelerated progress following intervention. Individual Pupil Reports give evidence of improved attainment and attitude to learning.
<b>C.</b>	Year 7 pupils who struggle with organisation will be supported to improve in this area, resulting in improved progress.	Individual Pupil Reports give evidence of improved attainment and attitude to learning. Pupil Voice shows pupils are feeling more organised.

## 5. Planned expenditure

Academic year

2018/19

### i. Targeted Support for Reading and English

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?
<p><b>A.</b> Year 7 pupils who did not achieve the national standard for Reading at KS2 make accelerated progress in reading and English, resulting in a level of attainment closer to their peers.</p>	<p>Breakfast and twilight <b>phonics</b> sessions for an identified group of pupils (5-10 sessions per week).</p>	<p>Phonics has been diagnosed as an area of weakness for these identified pupils. Phonics has proved an effective whole school strategy, giving support for reading and spelling and confidence in writing. The EEF toolkit recognises that small group tuition can provide an additional four months of progress.</p>	<p>Learning walks to monitor the quality of provision.</p> <p>The sessions will be staffed by a phonics trained English tutor and the appropriate resources will be purchased. Evaluation of half-termly Individual Progress Reports.</p>	ROG	<p><b>April 2019</b> Pupils identified for this programme have made good progress making 0.44 grades of progress compared to the rest of the cohort who have made 0.22 grades of progress.</p> <p><b>July 2019</b></p>
	<p><b>EAL support</b> for identified Year 7 pupils. Initial assessment followed by bespoke support – after school homework, pre-learning activities, discussion work.</p>	<p>We have increasing numbers of EAL pupils, who have intervention needs. The EEF toolkit recognises that small group tuition can provide an additional four months of progress.</p>	<p>Learning walks and work samples to monitor quality of provision. This intervention will be an EAL trained teacher.</p>	ROG	<p><b>April 2019</b> Autumn IPR data shows the attainment of EAL pupils in Year 7 is one third of a grade below that of all pupils, but books show that progress is being made and accelerated progress is anticipated by the Summer Term.</p> <p><b>July 2019</b></p>
	<p>Accomplished poet/writer visits and Bookbuzz in conjunction with Renaissance Reading book provided for Year 7 pupils (to keep or bring back and swap) <b>to enhance the love of reading and poetry.</b></p>	<p>This strategy has proved to be effective previously, resulting in the number of books borrowed from the library increasing greatly.</p>	<p>Eclipse data and Renaissance reading quizzes will give evidence of the pupils reading these books. Monitoring of swap box. Pupil evaluations will be used following poet/writer visits.</p>	ROG/EB	<p><b>April 2019</b> Number of book loans has increased by 1351 upon the same time last year.</p> <p><b>July 2019</b></p>
	<p>Students identified as having low reading ages (but who have not received phonics intervention this year) will have extra reading intervention with library staff.</p>	<p>An identified group of pupils are not reading regularly at home in line with the homework policy.</p>	<p>Star-Test results and reading ages will provide evidence.</p>	ROG	<p><b>April 2019</b> Classes are assigned to the library during reading lessons and have been supported by library staff.</p> <p><b>July 2019</b></p>

April 2019

	Year 10 Mentor <b>Reading</b> . Peer mentors identified to work with 2/3 Year 7 pupils each, resulting in pupils becoming more engaged in their reading.	The EEF toolkit recognises that peer tutoring tuition can provide an additional five months of progress.	Mentors are to be trained in how to coach reading; run sessions and keep brief records. Evaluation of half-termly Individual Progress Reports and renaissance data.	ROG	<b>April 2019</b> This intervention has not yet taken place due to staffing considerations  <b>July 2019</b>
	Writing conference to inspire writing.	There are number of weak writers in the Catch-up cohort. The writing conference will revise aspects of the KS2 curriculum and offer enrichment opportunities to engage pupils with their writing.	Work samples show improved writing. Pupil and Teacher Voice. Reports	ROG	<b>April 2019</b> Planned for the Summer Term  <b>July 2019</b>
	English HLTAs to lead interventions and small group work	HLTAs have been highly trained to lead interventions for catch up pupils – including phonics withdrawal and a dedicated reading recovery programme. Writing skills are also a focus.	Attendance at weekly department meetings to review pupil progress. High quality training through department. Regular testing of pupils and work sampling.	ROG	<b>April 2019</b> Small group intervention has taken place pupils are making progress, but this is not accelerated to date. <b>July 2019</b>
	Tutor reading lists and sets of books purchased to offer an enriching and challenging range of good quality texts to inspire a love of reading	Previous reading initiatives have proven successful and this is an opportunity to broaden this area	In consultation with the reading manager and her knowledge of popular texts and renaissance data, texts will be selected and bought. A how to guide will be provided for tutors. Progress will be monitored via Renaissance	ROG	<b>April 2019</b> This has been trialled with a group and the engagement and comprehension has been encouraging. <b>July 2019</b>
<b>Total budgeted cost</b>	£17,327				
					£17,327

ii. Targeted Support Maths					
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?
B. Year 7 pupils who did not achieve the national standard for maths at KS2 make accelerated progress in maths, resulting in a level of attainment closer to their peers.	Weekly <b>maths homework support</b> .	Pupils who make below expected progress often need additional support with completing homework.  According to research highlighted by the Sutton Trust pupils, particularly those from disadvantaged backgrounds, receive less support at home to complete their homework and that this lack of support can lead to a gap in academic outcomes between these pupils and their fellow peers.	The department LSA will offer homework support to pupils in this category. Pupils will be supported either at lunchtime with 1 to 1 support or be directed to the school's homework club.	LM	<b>April 2019</b> Pupils continue to make steady progress with a marginal acceleration.  <b>July 2019</b>
<b>Total budgeted cost</b>					£2,585
C. Year 7 pupils who struggle with organisation will be supported to improve in this area, resulting in improved progress.	Year 10 Mentoring for pastoral support, supporting identified Year 7 pupils with organisation, meeting deadlines etc.	A particular group of pupils have been identified as struggling with organisation and homework.  The EEF toolkit recognises that homework can provide an additional five months of progress.	The following evidence will be used to evaluate this strategy:  Half-termly Individual Progress Reports. Number of merits awarded. Pupil Voice.	ROG	<b>April 2019</b> Class Charts shows that pupils are not being issued with negative points in relation to equipment and very few negative points are issued for low quality homework.  <b>July 2019</b>
	Learning Mentor support for 28 pupils. Specific support with organisation and monitoring of progress.			ROG	
<b>Total budgeted cost</b>					£3,088

6. Review of expenditure																						
Previous Academic Year																						
i. Targeted support for English																						
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost																		
<p><b>A.</b> Year 7 pupils who did not achieve the national standard for Reading at KS2 make accelerated progress in English, resulting in a level of attainment closer to their peers.</p>	<p>Breakfast and twilight <b>phonics</b> sessions for an identified group of pupils (5-10 sessions per week).</p>	<p><b>High:</b> All students that attended this intervention made progress with some very pleasing increases in reading age. For example, three students increased their reading ages by two years.</p> <p><b>Success criteria: Met</b></p>	<p>Students who failed to attend did not make expected progress – ensuring all pupils attend regularly will enhance the success of this strategy.</p> <p><b>This approach will continue 2018/19</b></p>	£7,875.00																		
	<p>Weekly <b>writing intervention</b> for identified pupils providing specific support with sentence structure, punctuation, whole text cohesion and coherence. Pupils will be withdrawn from one English lesson per week, resulting in improved writing skills and improved confidence in writing.</p>	<p><b>Medium:</b> Through teacher assessment it was evident that some pupils made progress with writing. Teachers report that there was an improvement in basic punctuation and writing structure.</p> <p><b>Success criteria: Partially Met</b></p>	<p>Pupils were given support with writing by department HLTAs. Teacher assessment shows that pupils receiving this level of support have made some progress in writing. It was not always possible to withdraw pupils once a week due to practical issues so a more integrated approach should be sort for next year.</p> <p><b>This approach will be modified &amp; implemented in 2018/19</b></p>																			
	<p><b>EAL support</b> for identified Year 7 pupils. Initial assessment followed by bespoke support – after school homework, pre-learning activities, discussion work. Two hours p/w.</p>	<p><b>High:</b> Progress in reading for this group was positive.</p> <p><b>Success criteria: Met</b></p>	<p>The three identified students who worked with LA, all saw increases in reading ages of between 4 and 11 months.</p> <p><b>This approach will be continued 2018/19</b></p>																			
	<p>Accomplished poet/writer visits and Bookbuzz in conjunction with Renaissance Reading book provided for Year 7 pupils (to keep or bring back and swap) <b>to enhance the love of reading and poetry</b></p>	<p><b>High:</b> Trends this year continued to be upward. Compliance and performance improved, and book loans increased once more.</p> <p><b>Success criteria: Met</b></p>	<p>On average the catch-up cohort increased their reading ages by 8 months. The number of books loaned has increased further this year which we believe is linked to the popularity of the poets and authors invited to the school to meet the pupils. Authors and poets will be invited next year.</p> <table border="1"> <thead> <tr> <th>YEAR 7 BOOK LOANS</th> <th>AUTUMN</th> <th>SPRING</th> <th>SUMMER</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>2124</td> <td>1610</td> <td>1438</td> <td>5172</td> </tr> <tr> <td>2016-2017</td> <td>1955</td> <td>1477</td> <td>1578</td> <td>5010</td> </tr> <tr> <td>2015-2016</td> <td>1428</td> <td>1120</td> <td>1466</td> <td>4014</td> </tr> </tbody> </table> <p><b>This approach will be continued 2018/19</b></p>		YEAR 7 BOOK LOANS	AUTUMN	SPRING	SUMMER	TOTAL	2017-2018	2124	1610	1438	5172	2016-2017	1955	1477	1578	5010	2015-2016	1428	1120
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	Year 10 Mentor <b>Reading</b> (one lunch time per week). 8 mentors identified to work with 2/3 Year 7 pupils each, resulting in pupils becoming more engaged in their reading.	<b>High:</b> Progress was above expected for this cohort, by the end of the year  <b>Success criteria: Met</b>	Positive relationships and role models were created, and this is a strategy should be used in the future if there is capacity to do so. Pupils were motivated and made positive progress towards their personal reading targets each half-term.  <b>This approach will be continued 2018/19</b>	
	Writing conference to inspire writing.	<b>Medium:</b> Pupils were engaged and inspired to write by the event. However, it is not clear this has acted as a long-term catalyst to encourage pupils to write in the long term  <b>Success criteria Partially Met</b>	This was a highly successful event. Local sporting celebrity Anna Wafula Strike gave an inspirational talk as part of the Sports motivation day. This was followed by a writing conference of year 7's to get pupils to write about their future ambitions. The pupils reported the day inspired them and gave them the necessary stimulus to encourage them to write more.  <b>This approach will be modified &amp; implemented in 2018/19</b>	
	Appointment of two English HLTAs to lead interventions and small group work	<b>High:</b> —The HLTAs took lead in organising and subsequently delivering phonics interventions.  <b>Success criteria: Met</b>	The Dept HLTAS ran successful phonics sessions, mornings and evenings as well as during English lessons. Data and pupil voice were positive. Many pupils re-joined mainstream lessons after a short period of intervention. HLTAs also read with some of the weaker students in the library in 1:1 sessions or 1:3 during one lunchtime each week. These strategies were largely successful and should continue next year.  <b>This approach will be continued 2018/19</b>	
	Tutor reading lists and sets of books purchased to offer an enriching and challenging range of good quality texts to inspire a love of reading	<b>High:</b> The Bridge staff who have delivered this programme have seen pupils reading ages rise on average more than 1 year.  <b>Success criteria: Met</b>	This has been a very highly popular intervention run by the Bridge Staff. Pupils who have been involved in the tutor reading programme have made above average progress in terms of their reading ages.  <b>This approach will be modified &amp; implemented in 2018/19</b>	
<b>ii. Targeted Support for Maths</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria?	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>B.</b> Year 7 pupils who did not achieve the national standard for maths at KS2 make accelerated progress in maths, resulting in a level of attainment closer to their peers.	Weekly after school <b>maths tutorial</b> for the Spring and Summer Term, using Renaissance Accelerated Maths package.	<b>Medium:</b> Students made significant progress on average scaled scores and national curriculum levels increased from pre-testing to post-testing from 596 to 627 and 3b to 3a/4c respectively Please see report for further details.  <b>Success criteria: Met</b>	Progress is easily measured using this programme of intervention. Students following the programme made good progress. However, the programme is only manageable if staff and students are able to complete afterschool hours. Due to staffing changes this programme will be unable to run in the next academic year.  <b>This approach will not be continued 2018/19</b>	£14,600

iii. Targeted Support for Organisation				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
C. Year 7 pupils who struggle with organisation will be supported to improve in this area, resulting in improved progress.	Year 10 Mentoring for pastoral support, supporting identified Year 7 pupils with organisation, meeting deadlines etc.  Academic Mentor support for 28 pupils (PP). Specific support with organisation and monitoring of progress	<b>High:</b> Identified students met with Y10 mentors during one lunchtime per week. Students reacted positively due to the fact that they had an older student asking them about their homework and reading targets regularly, meaning they had further motivation to be organised. The mentors were able to give valuable advice in an informal setting which proved quite effective. Reading targets were more likely to be met by these students as the year progressed. Positive relationships between Y7 students and Y10 were a bonus, with Y10 mentors being excellent role models.  <b>Success criteria: Met</b>	This approach was new to the English dept and overall it worked quite well. This was run in conjunction with the Y10 reading mentor intervention. The various positive outcomes of these strategies mean that it would be worthwhile continuing in the future.  <b>This approach will be continued 2018/19</b>	£525.00
<b>Total cost</b>				£23,050.00