



# Catch-up Funding Strategy Statement

1. Summary information					
School	Stewards Academy				
Academic Year	2019/20	Total Catch-up Funding	£24,385	Date of most recent internal review	Summer 2019
Total number of pupils in Y7	232	Number of pupils eligible for Catch-up	62	Date for next internal review of this strategy	Summer 2020

2. Current Attainment	
	<b>2018/19</b>
% achieving strong pass in English and maths (standard pass)	26.9% (48.8%)
Progress 8 score average	-0.6
Attainment 8 score	37.59

3. Barriers to future attainment	
In-school barriers	
A.	Literacy skills of some pupils entering Year 7 are below national standard.
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>
A.	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. Individual Pupil Reports give evidence of improved attainment and attitude to learning.
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>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019/20</b>			
<b>i. Targeted Support for Reading and English</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<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.	Daily 35-minute sessions with pupils participating before school.  LSA support in English lessons.	Research by The EEF shows that reading interventions generally have a positive effect on pupils' attitudes towards reading. Further, they appear to have a moderate, positive effect upon general learning.	Session attendance and effectiveness will be monitored weekly through the SEN office.  The sessions will be staffed by an English Department LSA who will be employed to run this programme on a day to day basis.  Evaluation of half-termly Individual Progress Reports.	JG	<b>April 2020</b>       <b>July 2020</b>
<b>Total budgeted cost</b>					£12,192.50
<b>ii. Targeted Support Maths</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</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 <b>maths tutorial</b> using Renaissance Accelerated Maths package.  LSA support in Maths lessons.	This programme has had a proven track record of success with pupils making accelerated progress, however due to staff shortages the programme was not viable. However, staffing is now in place for the programme to resume.	Session attendance and effectiveness will be monitored weekly through the SEN office.  The sessions will be staffed by a Maths Department LSA who will be employed to run this programme on a day to day basis.  Evaluation of half-termly Individual Progress Reports.	LM	<b>April 2019</b>       <b>July 2019</b>
<b>Total budgeted cost</b>					£12,192.50

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																									
A. 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.	Breakfast and twilight <b>phonics</b> sessions for an identified group of pupils (5-10 sessions per week).	<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.  <b>Success criteria: Met</b>	Students who failed to attend did not make expected progress – ensuring all pupils attend regularly will enhance the success of this strategy.  <b>This approach will continue with modifications in 2019/20</b>	£7,875.00																									
	<b>EAL support</b> for identified Year 7 pupils. Initial assessment followed by bespoke support – after school homework, pre-learning activities, discussion work.	<b>High:</b> Progress in reading for this group was positive.  <b>Success criteria: Met</b>	Autumn IPR data showed that the attainment of EAL pupils in Year 7 was one third of a grade below that of all pupils. All other pupils made 0.01 of a grade of progress in the year whilst EAL students' progress gap closed from 0.66 to 0.14 of a grade showing accelerated progress.  <b>This approach will continue (funded from a different revenue stream)</b>																										
	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>	<b>Low:</b> <i>The number of books out on loan has dropped slightly compared to previous years.</i>  <b>Success criteria: partially met</b>	<i>The number of book loans decreased compared to the previous academic year.</i> <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>2018-2019</td><td>1665</td><td>1362</td><td>1075</td><td>4102</td></tr><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> <b>This approach will continue (funded from a different revenue stream)</b>		YEAR 7 BOOK LOANS	AUTUMN	SPRING	SUMMER	TOTAL	2018-2019	1665	1362	1075	4102	2017-2018	2124	1610	1438	5172	2016-2017	1955	1477	1578	5010	2015-2016	1428	1120	1466	4014
	YEAR 7 BOOK LOANS	AUTUMN	SPRING		SUMMER	TOTAL																							
	2018-2019	1665	1362		1075	4102																							
2017-2018	2124	1610	1438	5172																									
2016-2017	1955	1477	1578	5010																									
2015-2016	1428	1120	1466	4014																									
Students identified as having low reading ages (but who have not received phonics intervention this year) will have extra reading intervention with library staff.	<b>Low:</b> Progress in pupils reading ages was not seen.  <b>Success criteria: Not met</b>	Classes were assigned to the library during reading lessons and have been supported by library staff. However, this approach did not have the desired positive impact on reading progress. This lack of progress largely centred around unreliable assessment of pupils reading age and challenges in trying to provide a bespoke approach for such a large number of readers. A new programme of Read Theory will be introduced in the new academic year.  <b>This approach will not continue in 2019/20</b>																											
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.	<b>Low:</b> Progress in pupils reading ages was not seen.  <b>Success criteria: Not met</b>	This intervention did not take place due to staffing considerations  <b>This approach will not continue in 2019/20 as part of the Catch-Up strategy</b>																											

	Writing conference to inspire writing.	<p><b>Medium:</b> Pupils were engaged and inspired to write by the event.</p> <p><b>Success criteria: Partially Met</b></p>	<p>Pupils were involved in a writing conference involving English teaching staff. It is clear from the conferences that progress made in pupils writing following the conference is short term and that follow up sessions will be required.</p> <p><b>This approach will not continue in 2019/20 as part of the Catch-Up strategy</b></p>	
	English HLTAs to lead interventions and small group work	<p><b>Medium:</b> Pupils have made progress compared to their start point although rapid progress has not been seen.</p> <p><b>Success criteria: Partially Met</b></p>	<p>Small group intervention has enabled pupils with extremely low reading ages to make some progress in reading.</p> <p><b>This approach will not continue in 2019/20 as part of the Catch-up strategy</b></p>	
	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	<p><b>Low:</b> Impact on pupils' overall engagement and improvement in reading ages was low.</p> <p><b>Success criteria: Partially Met</b></p>	<p>This was trialled as a small-scale pilot. An increase in engagement was seen.</p> <p><b>This approach will not continue in 2019/20 as part of the Catch-Up strategy</b></p>	

ii. Targeted Support for Maths				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
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> .	<b>Medium:</b> Students made good progress with this level of support.  <b>Success criteria: Met</b>	The department LSA will offered homework support to pupils in this category. Pupils were supported either at lunchtime with 1 to 1 support or were directed to the school's homework club. Pupils made good progress.  <b>This approach will not continue in 2019/20 as part of the Catch Up strategy</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>	The school's centralised behaviour management monitoring system shows that pupils on this programme saw a reduction in the number of negative points issued in relation to equipment and very few negative points are issued for low quality homework.  <b>This approach will not continue in 2019/20 as part of the Catch Up strategy</b>	£525.00
<b>Total cost</b>				£23,050.00

