



# Catch-up Funding Strategy Statement

1. Summary information					
School	Stewards Academy				
Academic Year	2017/18	Total Catch-up Funding	£23,000	Date of most recent internal review	Summer 2017
Total number of pupils in Y7	214	Number of pupils eligible for Catch-up	57	Date for next internal review of this strategy	Summer 2018

2. Current Attainment	
	<b>2016/17</b>
% achieving strong pass in English and maths (standard pass)	34% (60%)
Progress 8 score average	-0.18
Attainment 8 score	42

3. Barriers to future attainment	
<b>In-school barriers</b>	
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. 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.	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.
C.	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

2017/18

### 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>April 2018</p> <p>July 2018</p>
	<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>Writing has been diagnosed as an area of weakness for these identified pupils.</p> <p>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.</p> <p>Evaluation of half-termly Individual Progress Reports.</p> <p>The sessions will be staffed by a qualified English teacher.</p>	ROG	
	<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 per week.</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 English teacher. Evaluation of half-termly Individual Progress Reports.</p>	ROG	

	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>	This strategy has proved to be effective previously, resulting in the number of books borrowed from the library increasing from 1,194 in 2012 to 6,059 in 2014.	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.	ROG	
	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.	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	
	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. Evaluation of half-termly Individual Progress Reports	ROG	
	Appointment of two English HLTAs to lead interventions and small group work	Two 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	
	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>Total budgeted cost</b>					£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 tutorial</b> for the Spring and Summer Term, using Renaissance Accelerated Maths package.	<p>We have used Renaissance Accelerated Reader for some time and have found this to have a marked impact on the reading ages of our pupils. We have researched the maths package and are particularly impressed with the personalisation that is afforded by the technology. The diagnostic software homes in on a pupil's particular area of weakness and ensures they are provided with the necessary practice to improve.</p> <p>The EEF toolkit recognises that technology can support individual maths practice, giving an additional four months of progress.</p>	<p>The programme will be delivered during tutorial time by an experienced specialist LSA. They will be fully trained in the use of this package.</p> <p>The Renaissance Accelerated Maths package provides online baseline and progress testing which will allow evaluation of this approach. Evaluation of half-termly Individual Progress Reports.</p>	LM	<p>April 2018</p> <p>July 2018</p>
<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.	<p>Year 10 Mentoring for pastoral support, supporting identified Year 7 pupils with organisation, meeting deadlines etc.</p> <p>Learning Mentor support for 28 pupils. Specific support with organisation and monitoring of progress.</p>	<p>A particular group of pupils have been identified as struggling with organisation and homework.</p> <p>The EEF toolkit recognises that homework can provide an additional five months of progress.</p>	<p>The following evidence will be used to evaluate this strategy:</p> <p>Half-termly Individual Progress Reports. Number of merits awarded. Pupil Voice.</p>	<p>ROG</p> <p>RMP</p>	<p>April 2018</p> <p>July 2018</p>
<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> Only 1 pupil in the cohort did not make expected progress by the end of the year. <b>Success criteria:</b> Met.</p>	<p>Pupils who attended extra phonics sessions had a P8 score of -0.05 by the end of the year. Over the course of the intervention (one term – 3 months) the average increase in reading age went up by around 8 months.</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>High:</b> on average this group made expected progress by the end of the year.  <b>Success criteria:</b> Met.</p>	<p><b>Pupils who attended writing intervention had a P8 score of 0 by the end of the academic year. (with one pupil making an attainment band above expectation and one pupils falling one band below)</b></p> <p><b>This approach will be continued in 2017/18</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 o/w.</p>	<p>High: progress in reading for this group was positive.  <b>Success criteria:</b> Met.</p>	<p>Pupils who received EAL support for reading achieved a positive P8 score of 0.16 and increased reading age by an average of 8 and half months.</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) to <b>enhance the love of reading and poetry</b></p>	<p><b>High:</b> attitudes to reading, compliance and performance are improved, but they are not easily measured in a short space of time. <b>Success criteria:</b> Partially Met</p>	<p>Progress for catch up cohort was -0.11 overall, slightly better than whole cohort -0.13. Overall year 7 borrowed more books from the library than ever before and continues to improve into year 8 this current academic year. They improved reading compliance by spring in year 8 compliance has increased by 36% (22% whole cohort) Pupil attitude to reading has also improved as is proved by positive comments following the poetry workshops. Unfortunately, due to personal circumstances our author had to postpone his visit. The money has been put aside for 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>SCHOOL YEAR 2017-2018</td> <td>2124</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SCHOOL YEAR 2016-2017</td> <td>1955</td> <td>1477</td> <td>1578</td> <td>5010</td> </tr> <tr> <td>SCHOOL YEAR 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 2017/18</b></p>		YEAR 7 BOOK LOANS	AUTUMN	SPRING	SUMMER	TOTAL	SCHOOL YEAR 2017-2018	2124				SCHOOL YEAR 2016-2017	1955	1477	1578	5010	SCHOOL YEAR 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> overall English progress was above expected for this group by the end of the year.  <b>Success criteria:</b> Met	Progress for this cohort was positive 0.16. The intervention was hugely popular, demonstrated by excellent attendance from both the mentors and the mentees.  <b>This approach will be continued 2017/18</b>	
	Writing conference to inspire writing.	<b>Success criteria:</b> Not met	This intervention did not take place and will do so next year	
<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.	Based on pre-tests and post-tests; 14 of the 40 candidates remained on the same year library suggested by the pre-test. The remaining 26 all increased their year library by at least one year. As a group, the groups National curriculum level increased from 3b to 3b/4c and the average scaled score increased from 596 to 627.  <b>Success criteria:</b> Partially Met	The 26 candidates who made progress over the course of the catch-up sessions were the students who attended most regularly. Attendance was an issue and even with continued contact with home, some students missed a large amount of the sessions. On reflection, the course may have been better if ran during school hours.  <b>This approach will be continued 2017/18</b>	£14,600
<b>iii. Targeted Support for Organisation</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>C.</b> 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 23 pupils (PP). Specific support with organisation and monitoring of progress	IPRs showed improved attitudes to learning, suggesting improved organisation. Academic Mentoring was successful and validated by external review.  <b>Success criteria:</b> Met	This level of support benefited pupils and was well received by them.  <b>This approach will be continued 2017/18</b>	£525.00
<b>Total cost</b>				£23,050.00