



# Catch-up Funding Strategy Statement

1. Summary information					
School	Stewards Academy				
Academic Year	2016/17	Total Catch-up Funding	£23,000	Date of most recent internal review	Summer 2016
Total number of pupils in Y7	223	Number of pupils eligible for Catch-up	77	Date for next internal review of this strategy	Summer 2017

2. Current Attainment	
	<b>2015/16</b>
% achieving 5A* - C incl. EM	56%
Progress 8 score average	-0.01
Attainment 8 score average	C-

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		2016/17			
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?
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.	Breakfast and twilight <b>phonics</b> sessions for an identified group of pupils (5-10 sessions per week).	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.	Learning walks to monitor the quality of provision. 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.	COS	April 2017  July 2017
	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.	Writing has been diagnosed as an area of weakness for these identified pupils. The EEF toolkit recognises that small group tuition can provide an additional four months of progress.	Learning walks and work samples to monitor quality of provision. Evaluation of half-termly Individual Progress Reports. The sessions will be staffed by a qualified English teacher.	COS	
	<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.	We have increasing numbers of EAL pupils, who have particular intervention needs. The EEF toolkit recognises that small group tuition can provide an additional four months of progress.	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.	COS	
	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.	COS	
	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.	COS	

	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.	COS/ROG	
<b>Total budgeted cost</b>					£7,875
<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 after school <b>maths tutorial</b> for the Spring and Summer Term, using Renaissance Accelerated Maths package.	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 hones in on a pupil's particular area of weakness and ensures they are provided with the necessary practice to improve.  The EEF toolkit recognises that technology can support individual maths practice, giving an additional four months of progress.	The programme will be delivered by two experienced maths teachers and supported by two maths specialist LSAs. They will be fully trained in the use of this package.  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.	NMK	April 2017  July 2017
<b>Total budgeted cost</b>					£14,600
<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.	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. Yes/No checks. Number of merits awarded. Pupil Voice.	DR/JH  HG	April 2017  July 2017
<b>Total budgeted cost</b>					£525

## 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.	One to one and small group tuition.	<p><b>Medium:</b> The percentage of Low Attainers who (on average) met their challenging target increased considerably from the Autumn to Summer Term for two of the three starting points..</p> <p><b>Success criteria:</b> Met.</p>	<p>The data below for low attainers shows that this intervention was highly effective for pupils starting at level 3a and 3b. It was less effective for pupils at 3c, whose confidence levels made working with an unfamiliar member of staff a barrier to accelerated progress. This year we have appointed an English teacher for 2 days a week, who will work more closely within the department and the programme will be more focused on the individual needs of pupils.</p> <table border="1"> <thead> <tr> <th colspan="2">English</th> <th colspan="2">Percentage on average reaching challenging target</th> </tr> <tr> <th>Group</th> <th>Count</th> <th>Autumn 1</th> <th>Summer 1</th> </tr> </thead> <tbody> <tr> <td>KS2 3a</td> <td>21</td> <td>35%</td> <td>67%</td> </tr> <tr> <td>KS2 3b</td> <td>6</td> <td>29%</td> <td>83%</td> </tr> <tr> <td>KS2 3c</td> <td>3</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p><b>This approach will be continued with modifications in 2016-17.</b></p>	English		Percentage on average reaching challenging target		Group	Count	Autumn 1	Summer 1	KS2 3a	21	35%	67%	KS2 3b	6	29%	83%	KS2 3c	3	0%	0%	£8,000
English		Percentage on average reaching challenging target																						
Group	Count	Autumn 1	Summer 1																					
KS2 3a	21	35%	67%																					
KS2 3b	6	29%	83%																					
KS2 3c	3	0%	0%																					

#### 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.	One to one and small group tuition.	<p><b>Mixed:</b> This approach was only successful for some pupils.</p> <p>Those with a starting point of 3a, who were set a target of reaching national standard by the end of Y7, struggled to reach this target in many areas of the curriculum. This is partially due to the raising of national expectation and the fact that these pupils followed the old curriculum at KS2. Intervention work will continue with these pupils in Y8.</p>	<p>The data for low attainers shows the results of this intervention were more varied. In maths the data for each half-term is related to a different topic area. The intervention was most effective for 3b pupils.</p> <table border="1"> <thead> <tr> <th rowspan="2">Maths Group</th> <th rowspan="2">Count</th> <th colspan="5">Percentage (on average) reaching challenging target</th> </tr> <tr> <th>Aut 1</th> <th>Aut 2</th> <th>Spr 1</th> <th>Spr 2</th> <th>Sum 1</th> </tr> </thead> <tbody> <tr> <td>KS2 3a</td> <td>22</td> <td>95%</td> <td>69%</td> <td>59%</td> <td>23%</td> <td>32%</td> </tr> <tr> <td>KS2 3b</td> <td>6</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>KS2 3c</td> <td>3</td> <td>60%</td> <td>20%</td> <td>40%</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table> <p><b>This approach will not be continued for catch-up in 2016-17.</b></p>	Maths Group	Count	Percentage (on average) reaching challenging target					Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	KS2 3a	22	95%	69%	59%	23%	32%	KS2 3b	6	100%	100%	100%	100%	100%	KS2 3c	3	60%	20%	40%	50%	100%	£15,000
Maths Group	Count	Percentage (on average) reaching challenging target																																			
		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1																															
KS2 3a	22	95%	69%	59%	23%	32%																															
KS2 3b	6	100%	100%	100%	100%	100%																															
KS2 3c	3	60%	20%	40%	50%	100%																															