

Year 7 Catch Up funding strategy statement

1. Summary information					
School	Coombe Dean School				
Academic Year	2018/19	Total Catch up budget	£19,608	Date of most recent Catch Up Review	Nov 2018
Total number of pupils on roll in Year 7	179	% pupils below Expected standard on entry R&M	15.6% (28/179)	Date for next internal review of this strategy	March 2019

2. Current profile		
	Year 7 2018-19	Year 7 2017-18
1. Number of pupils working below expected standard in reading	45	42
2. Number of pupils working below expected standard in mathematics	44	43
3. Number of pupils working below expected standard in both	28	28
4. Number of pupils at 3. in receipt of PP funding	11	10
3. Barriers to future attainment		
In-school key areas and external barriers		
A.	Quality First Teaching	
B.	Raising Staff Awareness	
C.	Attendance	
D.	Curriculum Enrichment and Entitlement	
E.	Parental Engagement	

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Pupils that enter below expected standard make progress within expected progress levels through a combination of quality first teaching and targeted support.	Pupils that enter below expected standard are monitored closely at each data point and support is targeted to close gaps using QLA to inform planning and setting arrangements.
B.	Staff are aware of the Catch Up pupils, in English and maths classrooms.	Staff are able to identify the pupils in this cohort in English and maths.
C.	Pupils have equal opportunity to access quality first teaching and the opportunities education can offer.	Attendance is at least in line with the whole school average attendance.
D.	Pupils are able to access enrichment opportunities that support their learning and personal development.	Pupils in this cohort have an opportunity in line with the opportunities offered to PP pupils as part of our use of PP funding.
E.	Parents are informed about the progress being made by their children.	Information points and contact are logged and mapped and available for monitoring when provision is reviewed.

5. Planned expenditure					
Academic year		2018/19			
The five headings below enable schools to demonstrate how they are using the Catch Up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
A. Quality first teaching					
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?
Specific support for PP/Catch-up cohort	Increase the number of classes in English and maths to allow smaller groupings for the lower ability pupils and focused teaching.	Smaller groups with similar abilities will enable the teaching to be focussed on common issues and provide opportunities for more one to one support during the lessons.	<ul style="list-style-type: none"> Transition Champion will have termly meetings with the KS3 lead staff in English and Maths. KS3 leads in English and Maths will track the progress of these pupils. Use of Phonics and Times Table Rock Stars. 	VLW – Maths JF – English SH – T.C.	March 2019

Enhanced pedagogy to tackle literacy across the curriculum	Oracy project	Oracy project is being adopted across all subject areas and would support the literacy needs of a wide range of pupils. This is a project that can provide staff with a consistent approach to developing literacy across the school.	<ul style="list-style-type: none"> • Ensure that staff have adequate training and are given achievable tasks within each subject area to help embed this project. • Subject leaders to support their department with strategies for using oracy in lessons. • Revisit the project regularly in INSET sessions to keep this at the forefront. • Use lesson observations/learning walks to ascertain the adoption of some of the strategies. 	AW	July 2019
Improve the reading ages of those pupils who have a very low reading score	Improved reading group run by Judith Davey	Brief but regular reading sessions can be an effective way of boosting the reading ability of pupils. Targeted reading will help to build the confidence of pupils and encourage them to read.	<ul style="list-style-type: none"> • Improved reading age when tested • Improved Accelerated Reader scores • More books being read 	JD	March 2019
Improve the ability and confidence of low achieving pupils in Maths	Big Maths	Big Maths is a primary teaching approach but has been adopted to help support the lowest ability mathematicians and provides a bridge between primary and secondary maths learning.	<ul style="list-style-type: none"> • Improved maths scores for these pupils • Pupils able to move up to another group or tackle more challenging material 	RH	March 2019
Teaching and setting based on the identified needs of pupils as shown in the QLA	Secondary-based assessments and tracking documents to ensure responsive focus.	Carefully targeted group teaching can help to support the learning of the lower ability pupils but they need a good teacher to benefit from this approach.	<ul style="list-style-type: none"> • Targeted pupils should show that they are making progress and catching up with their peers when assessments have taken place 	VLW - Maths JF - English SJW - English	June/July 2019

B. Raising staff awareness					
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?
Central record of provision and interventions	Provision Mapping	The software continues to provide a centralised place to share information and track the provisions for PP/Catch-up pupils. This software will be integrated with Classcharts allowing staff to access provision and enabling ease of use.	<ul style="list-style-type: none"> • Ensure staff are properly trained in order to access the Provision software • Keep the Provision software updated and regularly reviewed by having a dedicated member of staff to do this. 	SH SKL SAC Admin Support	March 2019
Early intervention in English	Concern forms	Concern forms will allow teaching staff in English to flag up those pupils who may not be achieving as expected.	<ul style="list-style-type: none"> • JF will be monitoring the completion of the forms and will be instrumental in deciding on a course of action • Better tracking pupils will mean there are fewer pupils who will not hit their target grades. 	JF	March 2019
Utilise maths assessments to inform further action	Maths assessments regularly carried out	Maths tests will enable teaching staff to be aware of the progress and attainment of their pupils. It allows decisions about further teaching.	<ul style="list-style-type: none"> • VLW will be collating the results of the tests and analysing them. Analysis will provide information that can help further teaching decisions. 	VLW	March 2019
Catch-up Tracking tool	Creation of a catch up tracking tool that will be updated throughout the year.	Tracking tool will provide comprehensive data that can be used to easily identify those pupils who are not making expected progress.	<ul style="list-style-type: none"> • Gill Trim to create and populate the catch up tool • SH/SKL can use this to analyse progress and feedback to VLW/JF 	SH SKL	Implement January 2019 Review March 2019

C. Attendance					
Specific attendance tracking of Catch-up Sub Group	Specific tracking of pupils	Strong attendance = better progress	Triangulation of data and links between attendance and progress.	PRB EC SH	March 2019
D. Curriculum Enrichment and Entitlement					
Supporting in-school progress with enrichment	Visit to Matilda	Access to cultural capital to increase personal experience of theatre and performance.	English related outcome.	SAC SKL SH	January 2019
Develop mentoring with Humanutopia Heroes	Humanutopia heroes to support younger pupils using their skills.	Peer to peer support can be effective and will provide both young and older pupils with an opportunity to develop relationships that will in turn improve the community spirit of the school.	<ul style="list-style-type: none"> • Fewer incidents in Inclusion • Development of opportunities suggested by the pupils due to enjoyment of working together • Support within tutor bases or enrichment day opportunities 	JAH/SH	July 2019
E. Parental Engagement					
Signposting for parents of support/provision	1) Use of Year 7 meet the tutor evening 2) Signposting via school website 3) Direct contact by TC	Strong parent engagement = better progress	Provision review	SH	March 2019

6. Review of expenditure					
Academic Year	2018/19	Total Catch up budget	£19,608	Date of Catch Up Review	March 2019
Total number of pupils on roll in Year 7	178	% pupils below Expected standard on entry RWM	15.6%	Date for internal review of this strategy	6 th March 2019

