

Catch Up Plan 2019/2020

1. Summary information					
School	Murray Park School				
Academic Year	2019/20	Total Catch Up funding received	£22942	Date of most recent Catch Up Review including financing figures.	Sept 2019
Total number of pupils in Catch Up	91	Total Catch Up Funding Allocated	£28125	Date for next internal review of this strategy	February 2020
% Catch Up Year 7	% Catch Up Literacy = 80	% Catch Up Numeracy = 65	% Catch Up Both = 52	% Catch up and PP = 29	% Catch Up and SEND: 35

2. Barriers to future attainment Catch Up Students

In-school barriers

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| A. | Those Catch Up pupils with SEN K face additional challenges. Work is being undertaken to develop rigorous intervention and tracking of this cohort's progress |
| B. | Catch Up Students may have missed large chunks of their education, started Education late or been disadvantaged by other factors |
| C. | Progress of boys in the catch up cohort is being monitored and the improvement of the behaviour policy and learning environment mean needs are better met |
| D. | Catch Up students range from those just scoring under 100 on their SATS right down to those students who did not score at all. A graduated response to intervention is embedded to enable progress at all levels |

External barriers

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| E. | Attendance to intervention has been a barrier as students did not receive the recommended amount of time in intervention. Where attendance was lower, students did not make as much progress. |
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3. How these barriers will be broken down and how they will be measured

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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<p>A</p>	<p>Catch Up students will participate in tried and tested intervention that enable them to meet expected progress in a measured amount of time.</p> <p>Rigorous monitoring and reflection of interventions to take place making sure each student is receiving additional support in their weakest areas.</p> <p>Liaison with Maths and English staff in setting and reviewing targets.</p>	<p>Catch Up Cohort achieve at least 2 years of progress in their reading age</p> <p>Boundary students exceed a reading age of 10:0</p>
<p>B</p>	<p>A provision plan for Catch Up pupils is clearly outlined to all stakeholders. Funding is allocated to maximise progress for these pupils and monitored rigorously and this will involve reporting to Governors.</p>	<p>Cycle of provision is in place to ensure all students are covered</p> <p>Removal of attendance gaps – challenge non-attendance. Give incentives and rewards</p>
<p>C</p>	<p>Training to be delivered Teaching Assistants delivering intervention to make sure they feel confident in the delivery and measuring of progress. Liaise with other schools and share best practice. Source new resources and materials where necessary.</p>	<p>All students to have a reading age above 9 years with at least 60% of the cohort above this</p>

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4. Planned expenditure					
Academic year		2019/20			
i. Targeted Support for Catch Up Students					
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?
Improve the Reading Ages of those students below their chronological age	<p>Staggered approach to intervention: Lexia programme at least 3 times a week for those with a reading age between 5 and 8 years.</p> <p>Buddy Reading for those students with a reading age of age 8 years and above</p> <p>Precision teaching for students significantly below and working at old p levels</p>	<p>Support targeted intervention that is additional to the curriculum and compliments it.</p> <p>Through impactful QA, improve accountability for the work undertaken with Catch Up students to ensure no child is left behind.</p> <p>To ensure Assistant SENDCO liaises with the Maths and English staff to check progress, share strategies and target students in lessons</p>	<p>Half termly data collection.</p> <p>QA of intervention delivery and engagement</p>	HJ monitored by SHU and RS	Termly through data collection and analysis of results

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<p>Develop quality first teaching and assessment to support specific strategies, with a key focus on repetition, for groups within the Catch Up Cohort</p> <p>Ensure that Catch Up students are recognised in every Maths and English Classroom</p>	<p>Focus on Quality First Teaching in English and Maths classrooms</p> <p>Target driven approach in marking policy to ensure feedback is focused and clear.</p>	<p>Lack of assessment in previous years means students have been unable to understand how they are performing and how to improve.</p>	<p>SENDCO QA on catch up/SEND students to ensure support is put in place.</p> <p>Implement pre and post testing throughout Year 7 to monitor and track skills and identify gaps in knowledge</p> <p>Regular student voice to allow assessment of how students are progressing.</p>	<p>HJ monitored by SHu and RS</p>	<p>Review after each data collection</p> <p>Review of marking and RAG rating of skills in pupil books</p>
<p>Improve basic and functional numeracy skills of the Catch Up cohort</p>	<p>Regular numeracy intervention at least 3 times a week plus Hegarty Maths sessions</p>	<p>Ensure students know how to access online platforms and develop an ethos of learning in the HUB</p> <p>Tracking to be completed by assistant SENDCO and over seen by SENDCO so that issues arising can be dealt with immediately. Liaise with Maths department over students to target, when and how.</p>	<p>Through line management of the Numeracy TA</p> <p>Through monitoring at each grade collection.</p> <p>Liaison with Maths department.</p>	<p>HJ monitored by SHu and RS</p>	<p>Half Termly. Review</p>
<p>Develop a more rigorous and robust tracking system</p>	<p>Track progress in reading age on Go4schools</p>	<p>Go4Schools can be easily accessed and updated to ensure data is up to date. It is easier to track and look for patterns</p>	<p>HJ to meet with Trish Bowler and ensure the system works</p>	<p>HJ monitored by SHu</p>	<p>Half termly</p>

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linked to Go4Schools to enable more rigorous tracking of the Catch Up Cohort		of progress within the cohort and individually. Will allow intervention when a student does not make progress.	Data to be input after every collection Report to Governors and SLT in regard to progress.		
Attendance levels to intervention improve so that students are given the best opportunities to progress	Communication with Year Teams and Tutors to ensure students know when to attend intervention. Communication with parents to be improved so they are fully aware of what is happening for their child.	Improved attendance to intervention	Monitored weekly by TAs running interventions	Monitored by HJ and overseen by SHU	Weekly reviews and monitoring of attendance to groups
Ensure heads of English and Maths are fully aware of the attainment of Catch Up students and can plan interventions to maximise progress	Catch Up Tracker – To facilitate discussions around individuals and a department narrative for students who are not making progress in lessons	All Catch Up students will be at expected progress by Summer 2020	Catch Up trackers and outcomes are to be discussed in SENDCO line management meetings	HJ and SHU	Review 1 = January 2020 Review 2 April 2020 Review 3 July 2020

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Use of Catch Up Funding in 2019/2020

Murray Park School has an allocation of £21000 for the 2019/20 academic year. We received this money in regular instalments and these funds are in addition to the main school budget and SEND delegated funding.

2019/20 Finance Statement:

Catch Up Funding is for students who:

Have achieved below the national average scaled score of 100 in English and/or Maths at KS2 SATS

Below is a list of strategies that we use to support Catch Up Students:

Quality Teaching, Learning and Assessment:

Curriculum Support:

- Quality First teaching in the Maths and English departments
- Mixed ability classes to support all learners
- Focus on high quality differentiation monitored through regular QA
- Focus on repetition and over learning to enable students to master the necessary skills
- TA support within the Maths department

Targeted support:

- Lexia Reading Programme and Accelerated Reading is used by the school to encourage students to improve their reading and literacy. Lexia Reading's interactive, educational software is helping students learn to read, and increase academic performance. The packages will initially be used with Key Stage 3 to support lifelong literacy.
- Key Stage 4 students are used as volunteers to help work with Year 7 students who are struggling in Maths. This uses a programme called Numeracy Ninjas.
- The purchase of Hagarty Maths which can also be accessed at home
- A dedicated Numeracy TA responsible for running targeted numeracy interventions
- A successful Buddy Reading system where older students listen to Year 7 students read in order to develop their comprehension skills
- The Use of adult volunteers to listen to our Year 7s read
- Precision teaching used for our weakest learners as recommended by the Educational Psychologist
- Phonics for those with low KS2 SATs scores or no score
- Power of 2 Numeracy Intervention

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- Use of Study Ladder to target literacy and numeracy
- Access Maths programme

Review of 2018/19 Catch Up Plan:

Catch Up cohort: 72

Maths: 22

Literacy: 15

Both: 35

Accessed intervention:

39 accessed reading intervention 3 also did literacy

21 completed literacy groups

Numeracy: 26

Made progress in reading age: 25 out of 50

LEXIA

12 Year 7s did not make progress. This was measured using the Hodder score taken at beginning of school year and end of intervention period, however 4 of the 12 did show an increase in raw score but not enough to register an age jump. Using AR test, only 9 showed as not making progress, highlighting the inconsistency of the Hodder test.

The total amount of students making progress over the three terms has decreased, however this may be due to year 8 and 9 not having had an up to date reading score previous to Dec 2018. Therefore progress made in the earlier part of the year may be an accumulation of two years learning.

Overall 9 students had poor attendance to Lexia, with 4 of those contributing to the no progress score, whilst another 2 only made slight progress.

Action points for next year:

- Increase amount of sessions being delivered.
- Arrange further training for those involved in order to maximise impact (arranged for Oct 15th 2019).
- Switch to AR test as main testing method for years 7 and 8 using Hodder only as a backup test.
- Look to replace Hodder test completely as a backup test for AR.

September 2019

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- Ensure all students have regular testing to track RA effectively.
- Allow access to programme at home to provide more learning opportunities.

Literacy Action points for next year:

- Run 30 min slots as oppose to 1 hr slot.
- Follow teacher led programme.
- Allow access to learning programmes at home to provide more learning opportunities.

Maths:

Of the 14 students who did not make progress, 8 of these were poor attenders. After the intervention had begun it was determined that the initial baseline test was not efficient enough to provide an accurate starting point for student progress. The decision was made not to retest as too much many sessions had taken place since the beginning of the intervention period making a second retest null and void.

Action points for next year:

- Change baseline test to gain more accurate scoring. (Test already purchased)
- Involve parents, teachers and form tutors in ensuring students attend sessions.
- Allow access to learning programmes at home to provide more learning opportunities.