**Literacy and Numeracy Catch Up Funding Plan**

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| 1. **Summary information** | | | | | |
| **School** | Shevington High School | | | | |
| **Academic Year** | 2019-20 | **Estimated Total Catch Up Funding** | £6286 | **Date of most recent Catch Up Review** | Oct 2019 |
| **Total number of pupils in Y7** | 173 | **Number of pupils eligible for Catch Up Funding** | 43 | **Date for next internal review of this strategy** | Feb 2020 |

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| 1. **Current attainment** | | | | | | |
|  | | | | Pupils eligible for Catch Up Funding (Shevington High School) | | Pupils not eligible Catch Up Funding |
| **% not achieving the expected standard in English (Reading) at KS2** | | | | **37 (plus 3 no data)** | | 133 |
| **% not achieving the expected standard in Mathematics at KS2** | | | | 24 (plus 3 no data) | | 146 |
| **% not achieving the expected standard in either English and/or Mathematics** | | | | 43 (plus 3 no data) | | 127 |
| 1. **Barriers to future attainment (for pupils eligible for Catch Up Funding)** | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | |
|  | | | Poor literacy skills which impact on both literacy and numeracy progress. 29% (50 pupils) also have a Reading Age below 10 on entry. This is a significantly higher percentage than those who did not meet the standard in Reading. This will potentially impact on progress in all subjects. | | | |
|  | | | Poor numeracy skills - this will potentially impact on progress in Maths, Science, Geography and Technology. | | | |
|  | | | Disengagement/low engagement due to the challenges caused by low literacy and numeracy issues. Also some of these pupils have SEND/SPLD which further slows progress. | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | |
| **D.** | | Low attendance, poor organisation and limited parental support may also slow progress. Limited access to ICT/internet at home may limit success of online/ICT based support and intervention programmes. | | | | |
| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | | | | Success criteria | |
|  | Improved reading ages and improved literacy skills for pupils in receipt of catch up funding | | | | Progress in reading age tests as indicated by NGRT testing in July, Progress in Star Reading Tests, Progress in IDL RA/SA testing. | |
|  | Improved numeracy skills for pupils in receipt of catch up funding. | | | | Progress in Numeracy skills as evidenced in Maths assessments – movement through stages from starting point and/or through Numeracy Ninja scores/TT Rockstars | |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year 2019** | |  | | | | |
| The 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. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **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?** |
| Increased Literacy focus across the curriculum leading to improved literacy skills. | Shared literacy focus for lessons/form time. Whole school priority group for vocabulary development for staff CPD. | | Literacy across the Curriculum supports a mastery approach as key literacy skills are reinforced in the context of a wide range of different subjects. Mastery Learning (+5mths according to EEF Teachers Toolkit) is likely to have a moderate impact for a low cost. | Whole staff training in Peer Coaching sessions. How to guide for more challenging skills to support teachers’ deliver of literacy skills. Guide pages in planner to support implementation and self-study | RM/AL | Termly |
| Improved reading ages and pupils reading widely for enjoyment establishing good reading habits. | Accelerated Reader for all Year 7 pupils. Fortnightly library/reading lesson.  Form time reading time. | | EEF studies have found that Accelerated Reader has a positive impact on students at the start of Secondary school. Typically +3 months over a 22 week period. (+5 for FSM pupils) It also has a relatively low cost per pupil (approx. £9) | AR Delivered through dedicated fortnightly library lesson by English teachers. Also accessible at break and lunch times. Pupils in receipt of catch up finding will also read to their teacher. | LJ/AL | Termly |
| Increased Numeracy Focus across the curriculum and in form time leading to improved numeracy skills | Use of Numeracy Ninjas in Y7 and Y8. | | Numeracy Ninjas and TT Rockstars are ‘Mastery Learning’ approach based on repeated practice of key numeracy skills. ‘Mastery learning’ (+5mths according to EEF Teachers Toolkit) is likely to have a moderate impact for a low cost. | Training for all Y7 form tutors for numeracy ninjas. Continued training on the consistent delivery of numeracy skills through reference to How to Guides. | RM/LW | Termly |
| **Total budgeted cost** | | | | | | £3286 |
| 1. **Targeted support** | | | | | | |
| **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?** |
| Improved Reading Ages for pupils in receipt of Catch up funding. | IDL programme. Targeted group of 12-15 pupils each half term initially. 2X20 min sessions per week.  -Phonics teaching for one pupils who has started KS3 well below the expected standard.  -Small group reading with TA  -Volunteers listening to readers | | A combination of different reading intervention strategies have most impact on pupils with differing learning styles and needs. Reading with a mentor supports pupils’ confidence in reading and allows opportunities to check understanding. IDL offers an individualised programme that can be accessed at school and home using a range of devices. Studies have suggested that 10mths progress can be made after just 26 hours of use.  EEF report on Reciprocal reading projects suggests that small group reading scores 3/5 (moderate to high impact) | LJ to train TA staffing to set up programme. LJ to monitor pupil progress via IDL programme reports. | LJ/JMcG/LIS | Termly |
| Improved numeracy skills closing the gap between those not reaching the expected standard in Maths at KS2 and others. | Targeted intervention through smaller maths classes in Y7 for pupils in receipt of Catch-up funding. Use of IDL numeracy. | | Reduced class sizes and Teaching Assistant intervention both have a positive impact according to EEF.(+1 Teaching Assistants, +4 Small Group Tuition) IDL literacy programme has had success and evidence from other school on IDL Numeracy suggested that this is would be a strategy use. | Head of Maths to implement this strategy and monitor the progress of pupils through Maths testing and progress though stages. | LW | Termly |
| Improved Timetables Recall for those falling under the threshold in Math whose speed of recall is the lowest | TTRS programme to be undertaken during form time. 2 x 15 min sessions weekly | | Every child in Y7 will undertake a timetables baseline during the first term. Evidence of those with the slowest recall time will appear from this baseline. Multiplication is fundamental to progress within maths. The quicker a pupil is a recalling the timetables, the better they will progress | Head of Faculty to liaise with SENCO in order to arrange and implement this programme | LW/LI-S | Termly |
| **Total budgeted cost** | | | | | | £3000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for Catch Up Funding, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Increased awareness of Literacy focus across the curriculum leading to increase in reading ages for all pupils. | Shared termly literacy focus for all lessons.  Common Literacy Marking Policy.  Accelerated reader used with all Year 7 pupils. | There has been an increased awareness of the importance of Literacy across the Curriculum and teacher reference to this is evident through school book sampling.  Reading ages across the cohort have increased. 56 pupils who started the year at the standard expected for KS2 made significant progress in RA (12-79 mths progress for 42 pupils, 2-11mths progress for 14 pupils)  Also improvements for those who started below the standard for KS2 – detailed in ‘targeted intervention’ sec | This strategy will be developed in order to embed more effectively with some changes. A new literacy and numeracy lead has been appointed with a TLR. One whole School priority is now focussed on Vocabulary – using ‘Closing the Vocabulary Gap’ as a core text for staff as well as EEF research. Improving pupil literacy skills will be developed through increasing whole school knowledge of the importance of vocabulary development as outlined in this current research. Accelerated Reader will continue to be used. | £3608 |
| Increased Numeracy Focus across the curriculum and in form time leading to improved numeracy skills | Use of Numeracy Ninjas in form time. | Numeracy Ninjas in Form Time: This had a positive impact pupils overall with pupils evidencing progress in the Numeracy Ninja belt from their given starting point. This benefitted all pupils including those starting at the lowest levels. | Numeracy Ninjas is most effective when staff compete alongside the pupils and time is given to discuss common errors after competition of the session.  Numeracy Lead needs to ensure that Ninja sessions continue on a regular basis and that pupil progress in tracked. Pupil rewards during the year are another planned way to develop this strategy and to gain buy in from pupils. This strategy will be continued and developed. |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improved Reading Ages for pupils in receipt of Catch up funding. | IDL and Accelerated Reader Programme.  Paired reading with older pupils supported by two members of staff. | 25 pupils started Y7 below the Standard expected in reading at KS2. Based on NGRT testing at the close of Y7, 11 pupils with a RA below 10 at the start of the year made 12 to 54 mths progress in RA. 13 pupils who started below SATS standard finished the year with a reading age between 10 years and 13 years. (These pupils made between 12 and 36 mths progress) 9 pupils eligible for catch up finding finished the year below a RA of 10 – 6 of these made significant progress from their starting point (13-30mths progress) 5 pupils eligible for catch up finding did not progress based on this test. | Accelerated Reader will continue to be used next year with all Year 7 pupils, including those in receipt of catch up funding. The IDL reading programme will be used again for those in receipt of Catch up funding with an increased attempt to engage parents in supporting this initiative from home as well. | £2678 |
| Improved numeracy skills closing the gap between those not reaching the expected standard in Maths at KS2 and others. | Targeted intervention through smaller maths classes in Y7 for pupils in receipt of Catch-up funding and additional curriculum time for Maths in Y7 (+1 hour per week) | 32 pupils started the year below the standard expected in Maths. Based on end of unit assessments for the maths stage those pupils were working on, 22 of those achieved their end of year target. | Pupils will continue to have 4 hours a week of Maths. This seems to be having a positive impact of improving the performance of pupils. Pupils with the lowest KS2 scores are placed in a support group where additional TA support can be targeted alongside intervention from the class teacher. |