

Catch up strategy statement

1. Summary information					
School	Hetton School				
Academic Year	2021-22	Catch up budget	£9,000	Date of most recent Catch up Review	July 2021
Total number of pupils	142	Number of pupils eligible for catch up	19	Date for next internal review of this strategy	July 2022

2. Current attainment		
	National %	School %
KS2 GPV	78	80% (+2%)
KS2 reading	73	85.5% (+12.5%)
KS2 maths	79	86.4% (+7.4%)
All KS2 results	65	72.7% (+7.7%)

3. Barriers to future attainment for Year 7 (Intake 2021)

In-school barriers *(issues to be addressed in school)*

A.	Reading skills – low reading skills will prevent confident access of the curriculum.
B.	Writing skills – weak spelling skills will limit student ability to demonstrate their knowledge / key words in written examinations.
C.	Numeracy – weak numeracy skills limit progress across the curriculum.

External barriers

D.	Attendance – many interventions are carried out during morning registration on a daily basis.
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4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Year 7 students with weak reading skills (below 90 on standardised score) will catch up with ability of peers.	Spar reading assessment provides a reading age. Progress will be assessed after two terms. SRA corrective reading scheme assessment will evidence fluency & accuracy.
B.	Year 7 students with weak spelling skills (below 90 on standardised score) will catch up with ability of peers.	Vernon spelling assessment provides a spelling age. Progress will be assessed after two terms.
C.	Year 7 students with weak numeracy skills (below 90 on new standardised score) will catch up with ability of peers.	Maths competency assessment provides a maths age. Progress will be assessed after two terms.

5. Planned expenditure					
Academic year	2021-22				
The three 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.					
i. 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?
Increase good and outstanding teaching of reading in the classroom	Use of Lexia during mainstream English lessons.	Lexia is proven to impact on reading levels	Lexia Records	KMA	End of Spring term
Increase good and outstanding teaching of numeracy in the classroom	Departmental CPD using the diagnostic maths competency assessment to help focus areas students need to improve.	Sharing of good practice.	Book scrutiny, student voice, observations, teaching logs	CHU	End of Spring term
Total budgeted cost					£2,500.00

ii. 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?
Increase reading skills	Use of Lexia and the SRA corrective reading scheme during morning registration to improve fluency and accuracy. Reading & spelling ages assessed in Autumn and Summer terms. Reading and spelling ages available on Classcharts and used by teachers to provide differentiated targets and worksheets.	Lexia and SRA are proven to impact on reading levels. Bi-termly assessment will support tracking of progress.	Lexia and SRA corrective reading scheme records.	KMA	End of Summer term
Increase numeracy skills	Use of Sumdog/Numeracy Workout during morning registration to improve numeracy skills. Maths ages assessed in Autumn and Summer term. Maths ages available on Classcharts and used by teachers to provide differentiated targets and works sheets	Sumdog & Numeracy Workout is proven to impact on numeracy skills.	Numeracy Workout / Sumdog records	KMA	Termly
Total budgeted cost					£4,500.00
iii. Other approaches					
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?
Ensure weak literacy and numeracy skills are supported / developed in the tutor group	Catch up students work during morning registration with specialist HLTA and Learning Support Assistant.	Focussed daily support during the mornings will provide the repetition needed to secure literacy and numeracy skills	Work scrutiny, student voice.	KMA	End of Spring term
Ensure weak literacy and numeracy skills are supported / developed in the classroom	Students work in a class with extra adult support available providing a staff:student ratio of 1:7	Class sizes under 14 do have an impact on learning	Work scrutiny, student voice.	KMA	End of Spring term
Total budgeted cost					£2,000.00

6. Review of expenditure				
Previous Academic Year		£5,500 (9 students)		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Increase reading, spelling and numeracy skills	Use of Lexia during lesson time for 7B2 increased contact time improving reading. Students also accessed Accelerated Reader.	TA3 data indicates that students are still struggling in most areas so students will be assessed at start of Y8 using Veron, Spar and Maths Competency to help focus weak areas that need further support and track their progress.	Reading progress will be tracked next year using Spar & Suffolk reading assessment which will provide a reading age. Spelling progress will be tracked next year using Vernon spelling assessment which will provide a spelling age. The Lexia license was renewed which impacted on costs. The Maths competency assessment will track student progress next year as it provides a Maths age.	£2,000.00
ii. 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
Increase reading, spelling and numeracy skills.	Use of Lexia & SRA during a.m. registration increased contact time improving reading. Students also accessed Accelerated Reader.	TA3 data indicates that students are still struggling in most areas so students will be assessed at start of Y8 using Veron, Spar and Maths Competency to help focus weak areas that need further support and track their progress.	Support staff and teaching staff now working in close partnership between the classroom and extra interventions to ensure no students will be missed as little guidance for who constitutes requiring catch up has been set by the DfE. The Lexia license was renewed which impacted on costs.	£1,000.00
iii Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Ensure weak literacy and numeracy skills are supported / developed in the classroom	Students work in a class with extra adult support available providing a staff:student ratio of 1:7	TA3 data indicates that students are still struggling in most areas so students will be assessed at start of Y8 using Veron, Spar and Maths Competency to help focus weak areas that need further support and track their progress.	Logistics of staffing now make the need to run intervention groups during lesson time even more necessary. However, careful planning will still ensure that Catch up students will receive as much as 1 extra hour a week for the first two terms.	£2,500.00

