

Catch Up Strategy and Review Statement 2017-18

1. Summary information					
School	Kings College Guildford				
Academic Year	2017-18	Total Catch Up budget	£10,703.00	Number of pupils eligible	n/a funding allocated on last payment
Number of student with English below 100	19	Number of student with Maths below 100	24	Date for next internal review of impact	July 2018

2. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy and numeracy for all year 7 students.	Pupils eligible for funding make more progress than 'other' pupils so that 100% meet expected progress targets and 50% exceed progress targets. This will be evidenced using the two formal assessment periods in December and June.
B.	Secure good progress through classroom teaching and intervention in English and Maths.	Core lesson observations and book scrutiny show an improvement in the quality of completed work. Interventions are measured using quantitative data.

3. Planned expenditure					
Academic year		2017-18			
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?
A & B	Year 7 Maths small group SEND Intervention	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Organised and run by a specialist Maths HLTA. Regular intervention times. Students making less progress in Maths identified for intervention by SENCo.	ROB/OLI/ MAL	Use of KS2 NCT Paper1: arithmetic to measure impact each module
A & B	Year 7 writing skills intervention with a Primary trained specialist	Has proven to be effective in other secondary schools and acts as training for the English department on transition from KS2 to KS3 English.	Coordinated by Head of English and GEP learning and teaching primary specialist.	PNK/ HEW	Measured each term: 1. All students to improve on baseline score for SPaG elements in initial writing assessment.
A	Lexia – mastering essential reading skills	Nationally recognised to have impact.	Delivered by a trained HLTA and monitored by the SENCo	ROB/OLI/ SYK	Students reading age will increase to that expected of students at the end of Year 6. On completion of the course each student will have covered all the skills necessary to be able to read at this level.
A & B	Reading and Spelling intervention	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Organised and run by a specialist HLTA. Regular intervention times. Students with low reading and spelling scores identified for intervention by SENCo.	ROB/OLI/ SYK/GIL	Baseline testing using Single Word Spelling Tests each module. Baseline reading using a series of finely levelled books from Rapid Plus each module.

A & B	Year 7 dyslexia intervention Main aims; 1. To improve spelling of common KS3 vocabulary 2. To encourage reading and to improve fluency and accuracy 3. To deliver strategies for improving the structure of writing	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Delivered and coordinated by a specialist trained HLTA.	ROB/FRA	Measured at the end of each course of intervention using spelling and reading test scores.
A	Rapid Reading	Brooks Literacy Review suggests that this intervention can lead to double gains	Delivered by a trained HLTA and monitored by the SENCo	ROB/GIL	Reading test repeated at the end of the academic year.
A	Additional Maths Sessions	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Delivered and coordinated by a specialist intervention team	WIJ/WAL	Measured at the beginning and end with formal assessment
Total budgeted cost					12,060

4. Review of expenditure

English Catch Up

- 19/24 of the student eligible for English Catch Up have met their end of year Target Grade set from FFTB Data with 18 of these exceeding their grades.
- The average target grade for these students in English was 16.4 and the average end of year English grade was 19.7. On average students exceeded their target by +3.3
- 22/24 of the students made progress between Autumn and Summer English Assessments on average they increased by 10.9. Of the two who did not make progress; one increased their reading age by 27 months and their spelling by 23 months and achieved 5 points above his target in both assessments; the second child trialled all interventions and despite a reading age gain of 26 months and spelling age gain of 23 months this did not transfer into his assessment and he is -4 below his end of year target. They have recently been assessed to be at risk of dyslexia and will be a specific target for support in Yr8.
- All students tested had improved Reading Ages at the end of the year with 16 achieving gains greater than 12 months. The average gain was 19.4 months.
- All students tested had improved Spelling Ages at the end of the year with 9 achieving gains greater than 12 months. The average gain was 15 months.

Maths Catch Up

- 12/18 of the student eligible for Maths Catch Up have exceeded their target grades.
- The average target grade for these students in Maths was 13.2 and the average end of year Maths grade was 15.6. On average students exceeded their target by +3.4
- 16/18 of the students made progress between Autumn and Summer Maths Assessments on average they increased by 5.5. The two that have not made progress with complete a Dyscalculia screen and work with the specialist teacher from Gosden House to identify strategies and intervention approaches to ensure improved attainment in Yr8.

i. Targeted support				
Desired outcome	Chosen action / approach	Impact on student outcomes:	Lessons learned (and whether you will continue with this approach)	Cost
A & B	Year 7 Maths small group SEND Intervention	6 Students received additional SEND Maths session during Yr7. 4/6 exceeded their end of Year Targets. Their average target grade was 13.7 and on average they achieved 15.2 resulting in an average score of 1.5 above target. Their average increase between Autumn to Summer is 6.7 points. The 2 students not achieving their target are both SEN, one with a new assessment of at risk of SPLD. They will both receive increased targeted support in Yr8.	Maths SEND Groups to continue and use of Dyscalculia screen to identify students at significant risk for potential 1:1 and specialist teacher advice.	£1,123.32
A & B	Year 7 writing skills intervention with a Primary trained specialist	7 Students were involved in the Literacy Lessons. 6/7 exceeded their end of Year Targets. Their average target grade was 14.7 and on average they achieved 17.1 resulting in an average score of 2.4 above target. Their average increase between Autumn to Summer is 10.7 points. The 1 student not achieving their target has SEN but has increased the reading age by 23 months and their spelling age by 26 months. Targeted intervention will continue focused on their written work through SPLD sessions and Specialist Assessment through Learning Language and Support Team.	Year 7 Writing Group to continue after strong gains for all students involved.	£2760
A	Lexia – mastering essential reading and spelling	4 Students were involved in the Lexia. 3/4 exceeded their end of Year Targets. Their average target grade was 14.5 and on average they achieved 14.75. Their average increase between Autumn to Summer is 6 points. (Student of concern is the same child as above).	Lexia students have also been involved in other interventions. Lexia has been run during form times which can be difficult to assure attendance. Funding has also been removed from Virtual Schools so we will plan for an alternative intervention to focus on spelling.	No cost to school- funded by VS
A & B	Year 7 dyslexia intervention Main aims; 1. To improve spelling of common KS3 vocabulary 2. To encourage reading and to	7 Students were involved in the Literacy Lessons. 6/7 exceeded their end of Year Targets. Their average target grade was 13.3 and on average they achieved 14.6 resulting in an average score of 1.3 above target. Their average increase between Autumn to Summer is 9.9 points. (Student of concern is the same child as above).	Year 7 Dyslexia to continue as progress gains are strong from the Dyslexia groups in all year, work is effectively transferred into the classroom due to the member of staff supporting in lessons.	£2246.64

A	Rapid Reading	11 Students were involved in the Literacy Lessons. 10/11 exceeded their end of Year Targets. Their average target grade was 14.2 and on average they achieved 17.9 resulting in an average score of 3.7 above target. Their average increase between Autumn to Summer is 8.7 points. (Student of concern is the same child as above).	Rapid reading will continue due to strong gains and positive students feedback.	£900 Set up costs for resources £536
A	Additional Maths Sessions	9 Students received additional Maths session during Yr7. 6/9 exceeded their end of Year Targets. Their average target grade was 12.1 and on average they achieved 13.8 resulting in an average score of 1.7 above target. Their average increase between Autumn to Summer is 3.8 points. The 3 students not achieving their target they are all SEN to that have been identified with SLCN needs during Yr7 will receive increased targeted support in Yr8.	Maths tutoring has delivered strong gains but the work will now be delivered by the SEN team to support the transfer of learnt skills into the classroom.	£1,123.32