

Catch Up Strategy 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	25	Date for next internal review of impact	June 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				
Previous Academic Year				
i. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

5. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.