

**Orchard School Bristol**  
**Catch-Up Strategy Statement**  
**2018 -2019**

The literacy and numeracy catch-up premium provides schools with additional funding for Year 7 and 8 pupils who did not achieve at the expected level in Reading and/or Maths at the end of Key Stage 2. Funding for the 2018 to 2019 financial year has not yet been confirmed. Funding stated here is an estimation, based on previous years' income from the Catch Up Funding.

| <b>Intention</b>   | <b>Implementation</b>   | <b>Impact</b>   | <b>Estimated Cost</b> |
|--|---|---|-----------------------|
| Data tracking that identifies the progress made by students catching up. | Use of NGRT tests for students in receipt of Catch-Up interventions to be overseen by the SENDCo and English/Maths HoF.<br><br>NGRT tests to be administered in September, April, and July.   | Identification of extent to which gap is narrowing for these pupils.  | £2000                 |
| To continue to promote good progress in Y7 and Y8 English.               | The development of literacy and English skills to be a whole school focus.<br>CPD time to be used for staff training.<br>Faculty leads to be given time to update Schemes of Learning to incorporate reading into the curriculum.   | Reading ages for all students to increase to be at least in line with chronological age.<br><br>Progress in English to improve to ensure that students are well prepared to study for their KS4 qualifications. | £1000                 |
| To ensure reading ages are at least in line with chronological ages.     | Identification of students from KS2 data (including QLA) and GL assessments – SENDCo and AHT.<br><br>SENDCo to plan, timetable, coordinate and monitor interventions in small-group and one-to-one sessions, using literacy programmes tailored to the individual students' needs: <ul style="list-style-type: none"> <li>• Lexonik Leap</li> <li>• Inference Training</li> <li>• Rapid Reading</li> </ul> Training for TAs to ensure that the programmes are effectively delivered.<br>Funding for continued employment of TA dedicated to Literacy support and interventions (40% of salary to reflect Catch-Up premium for Y7/8) | Students to make rapid and sustained progress in their reading ability. NGRT assessments to indicate the success of these programmes.   | £10000                |

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| <p>To ensure attainment in mathematics is in line with national.</p>  | <p>Identification of students from KS2 data (including QLA) and GL assessments – SENDCo and AHT.</p> <p>Mathematics Intervention Teacher (along with other subject-specialist teachers) has planned and produced a tailored mathematics intervention programme. Time given to ensure this is well resourced and up-to-date.</p> <p>Continued employment of Mathematics Intervention Teacher.</p> <p>SENDCo to plan, timetable, coordinate and monitor interventions in small-group and one-to-one sessions, using in-house mathematics programme.</p> <p>Appointment of new maths specialist TA on BG7 – Full time/pro rata equivalent for term-time only (40% of salary from Catch-Up to reflect Y7 cohort).</p> <p>New maths specialist to deliver interventions for those needing Catch-Up intervention.</p> | <p>Students to make rapid and sustained progress in mathematical ability. GL assessments to indicate the success of this intervention.</p> | <p>£10000</p> |
| <p>EAL provision to ensure attainment for Y7 and Y8 students, with KS2 scores below national, for those with English as an Additional Language.</p> | <p>Identification of students from KS2 data (including QLA) and GL assessments – Head of MFL/EAL.</p> <p>EAL assessments undertaken to establish the level of need.</p> <p>EAL intervention for Y7 and Y8 Catch Up students, determined by level of need, to be implemented by the Head of MFL/EAL.</p>   | <p>Students to make rapid and sustained progress in literacy skills.</p>   | <p>£4000</p>  |
| <p>Quality First Teaching</p>   | <p>Ongoing focus on Every Lesson, Every Day, Good or Better. AHT to undertake learning walks and book scrutinies with additional focus on Catch-Up premium pupils.</p>  | <p>Impact of QFT to contribute to Catch-Up pupils' achievement in English and Maths.</p>   |               |

## Catch Up Premium – Review of Spending in 2017 - 2018

| Desired Impact   | Chosen action /approach 2017 to 2018   | Review  |
|--|--|---|
| Rapid improvement is made for students with reading levels below 'secondary ready' (100) (Key Stage 2)   | Use of literacy programmes, tailored to individual needs as identified in the QLA of SATS data:<br>Lexonic Leap, Switch On, Inference Training, Sound Training, Rapid Reading                                  | Pre- and post- intervention data indicates that students using the Lexonic Leap, Inference Training, and Rapid Reading made tangible progress.  |
| Rapid improvement is made for students with maths levels below 'secondary ready' (100) (Key Stage 2)   | Small-group interventions with a mathematics intervention teacher. Students taught on a withdrawal basis.  | Evidence from GL assessments indicates students in receipt of this intervention made good progress in maths and were able to return to mainstream maths lessons. Our GL assessment analysis states that "The mean standard age score for this group is not significantly different from the national average. The spread of standard age scores for this group is not significantly different from the national average." We have narrowed the gap for our students in receipt of the Catch-Up Premium, such that 74% are in line with the national average or above, compared to 77% meeting this standard nationally. |
| Improvement in writing standards for all Year 7 students, Primary Writing Standards become essential focus and are assessed at KS3 across all subjects | Primary writing standards remain explicitly taught in English KS3, but not continued across other subjects   | Primary writing standards have shown to be maintained, with data from 2017/18 tracking indicating that our writing skills for students arriving below the national standard are now in line with the national average.  |
| Teachers and LSAs are aware of and use latest reading ages to plan appropriate learning  | Teachers given planning time to ensure appropriate level of challenge in class where students are able to build confidence in reading across the curriculum and tackle texts with more resilience and success. | Data from the GL and NGRT assessments shows a clear improvement in reading ages and internal examination data shows a marked improvement across the curriculum. Use of MINT classroom indicates a clear engagement by teachers with reading levels.   |