

Report on Projected Spending of the Catch up Grant

Academic Year 2017-18

At The Castle School we work closely with our feeder Primary schools to ensure that every child transitions well to secondary school and continues to make good progress.

The Year 7 Catch up Grant is additional funding received by schools to support the needs of those who arrive at The Castle with below average KS2 scores for English and Maths. This additional funding is targeted at supporting these students to catch up in their learning.

At The Castle School our aim is that **Every Child Achieves, Belongs and Participates** – these three values direct all that we do. We believe in educating the whole child through high quality teaching (Achieve) and high quality pastoral care (Belong and Participate). Our school priority is always to deliver the highest quality teaching by personalising our approach for every student, every lesson, and every day. We invest significantly in staff training both internally and externally to enhance our practice to secure the best outcomes for all students. We tailor our curriculum, our teaching and our approach to meet the needs of all students with clear targeting and funding allocated to those who come from disadvantaged backgrounds and those who need to catch up quickly when they join The Castle.

YEAR 7 CATCH UP GRANT 2017-18	
TOTAL Catch Up Grant received	£14621

Chosen Approach	Reasons for this Approach	Cost of Year 7 Catch up contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured	Impact
Corrective reader	Corrective reading is used to find and close gaps in a student's reading skills. Sutton Trust: Small group tuition +4 months One to one tuition +5 months	£419 contribution	C Owen	Jan 2018 April 2018 September 2018	Using the ratio gain <ul style="list-style-type: none"> •Ratio gains of less than 1.4 are of 'doubtful educational significance', •Between 1.4 and 2.0 of 'modest impact', •Between 2.0 and 3.0 of 'useful impact', •Between 3.0 and 4.0 of 'substantial impact' and •Above 4.0 of 'remarkable impact' (Brooks. 2007, p. 289). 	<p>January 2018 28 students on the Corrective reader programme. During 3 months of Corrective Reader (September to December)</p> <p>12 students (43%) made 6 months or more progress in their reading ages, 11(39%) of which made 12 months or more progress. 4 students (14%) made 3 months progress. 12 students (42%) reading age did not improve.</p> <p>Subsequently when assessed using the reading test on Accelerated Reader 6 students made 4 months or more progress in their reading in 3 months, 1 had made 3 months progress.</p> <p>Therefore since September, in 3 months, 18 students (64%) have improved their reading age by 4 months or more.</p> <p>Evaluation where students have SEN and cannot infer meaning or lack the ability to comprehend, they are not making progress.</p> <p>Next steps Students will have 2 lessons with HLTA focusing comprehension pragmatics and semantics with a 3rd lesson focused on communication skills and life skills.</p>

Chosen Approach	Reasons for this Approach	Cost of Year 7 Catch up contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured	
Accelerated reader	Bespoke and targeted Literacy resource focusing on reading and comprehension – to support students achieve well in English and across the curriculum Sutton Trust: Feedback +8 months Digital technology +4 months	£1320 contribution	F Fomes	Jan 2018 April 2018 September 2018	% of students making progress towards their chronological age	38 students who were Not at National expectation reading standard from KS2. Of those 18 students (47%) made 4 months or more progress in 3 months, 13 (34%) making 6 making 6 months or more progress, 3 students (8%) made 2-3 months progress, 17 (45%) have not improved. Next steps....
Intervention lesson	Target group – those who did not make progress in their comprehension following the Corrective Reader programme. Intervention – 8 hrs once a week working	£12882 contribution	H Hughes	Jan 2018 April 2018 September 2018	Using the ratio gain <ul style="list-style-type: none"> •Ratio gains of less than 1.4 are of ‘doubtful educational significance’, •Between 1.4 and 2.0 of ‘modest impact’, •Between 2.0 and 3.0 of ‘useful impact’, •Between 3.0 and 4.0 of ‘substantial impact’ and •Above 4.0 of ‘remarkable impact’ (Brooks. 2007, p. 289). 	10 of the students with the lowest reading ages have been working with a teacher focusing on improving their reading using Corrective Reader for 3 hours a week. In 3 months 2 students have improved their reading by 6 months or more and 1 student has improved their reading by 3 months. Corrective Reader appears affective for students with gaps but less successful for students with an SEN affecting their ability to comprehend and infer for meaning when reading.

	<p>on comprehension skills in a multisensory way areas covered;</p> <ul style="list-style-type: none"> •Questioning •Making connections •Determining Importance •Inference •Visualisation <p>Sutton Trust: Small group tuition +4</p>					<p>Next steps The students will be split into 3 groups: Group A will focus for 2 hours on language and pragmatics and 1 hour on life skills and communication skills.</p> <p>Group B will have 2 hours of Accelerated Reader and 1 hour on life skills and communication skills.</p> <p>Group C 1 will have 1 hour on life skills and communication skills, 1 hour on maths and numeracy and 1 hour of literacy focusing on language and pragmatics.</p>
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