

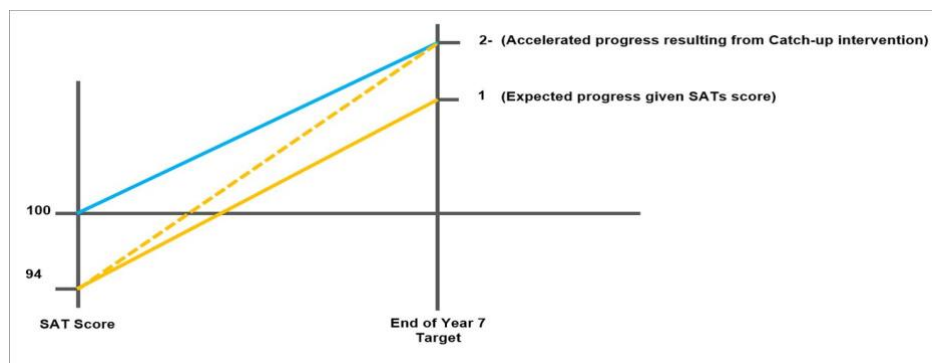
Catch Up Funding Report Academic Year 2019-20 (Leavers 2022)

Rationale

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.



Our aim is to ensure that students not just reach their end of Year 7 Target, but make accelerated progress so no child is below Age Related Expectation.

| YEAR 7 CATCH UP GRANT 2017-18 | |
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| TOTAL Catch Up Grant received | c.£14,621 |

| Chosen Approach | Reasons for this Approach | Cost of Year 7 Catch up contribution | Lead Staff | How the impact will be measured |
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| <p>Corrective Reader Programme during MFL time</p> <p>All students September- December</p> <p>Students not making age related at KS2 and then further screening</p> <p>We screen any student under 100 using Corrective Reader. All students also do a spelling and comprehension test and we also use Accelerated Reader screening. This gives us our group. The English Faculty also gives names they pick up in the first term. CR programme is then facilitated in small groups with a TA.</p> | <p>Corrective reading is used to find and close gaps in a student's reading skills.</p> <p>Sutton Trust: Small group tuition +4 months One to one tuition +5 months</p> | <p>All £2160</p> | <p>C Owen H Hughes</p> | <p>Corrective Reader final data Spelling and Reading Tests First Yr 8 Interim Assessment Data in English</p> |

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| <p>Intervention lessons during MFL time</p> <p>January- July (but split into bespoke groups)</p> <p>Target groups are generated following a review in Jan based on months of progress made on Corrective Reader – those who did not make progress do follow bespoke programme based on need.</p> <p>Intervention sessions led by expert TA or HH – 8 hrs once a week</p> | <p>Target group – those who did not make progress in their comprehension following the Corrective Reader programme.</p> <p>Intervention – 8 hrs once a week working 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>H Hughes C Owen</p> | <p>Spelling and Reading Tests Yr 7 Interim Assessment Data in English and Maths</p> |
| <p>Paired Reading</p> <p>Students who are under ARE in English are identified and paired with a student in Yr 10, who will be disadvantaged. These older students are supported by TS and NW in the library about how to be effective literacy mentors.</p> <p>Once a week during Weds tutor times</p> | <p>EEF peer tutoring: 5+ months</p> | <p>0</p> | <p>J Thomson T Smith N Whysall</p> | <p>Spelling and Reading Tests Student voice</p> |
| <p>Primary school teacher's partnership</p> <p>Continue the work between our English department and our local feeder primaries. Expand into Maths. Our nurture group/bottom set/key teachers teachers to visit Yr 5 and 6 classes. Year 6 teachers or literacy/numeracy leads to come back into Castle and offer feedback to Hof Maths and Eng. What can we improve specifically</p> | <p>Sharing best practice within our local community.</p> | <p>0</p> | <p>N Whysall I Sully J Thomson</p> | <p>Learning walks of key classes to show teacher's proficiency and students progress.</p> |

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| with regard to the students below ARE? If needed, training delivered to our key staff by primary leads. | | | | |
| <p>English and Maths Quality First Teaching</p> <p>For English and Maths HoFs to develop their own programmes within their own areas to address progress of students below ARE on entry.</p> <p>Use of dedicated TA time to support small groups within English and Maths lessons. This could include reading comprehension strategies or phonics in English lessons or working on Numicon in Maths.</p> | <p>Using teachers' and TAs' expertise in and out of lessons.</p> <p>EEF Individualised instruction: 3+ Months</p> <p>EEF: Mastery learning: 5+ months</p> <p>EEF: Reading Comprehension strategies 6+ months</p> | Funding from other budgets inc PP budget | N Whysall I Sully | Spelling and Reading Tests Yr 7 Interim Assessment Data in English and Maths Teacher assessment |
| <p>Yr 6-7 primary student project</p> <p>Identify students in Yr 5- reluctant readers, students who are below ARE etc in local feeder primaries and run a transition project which addresses becoming more confident with extended writing and literacy. Humanities or English?</p> | Planning for the 2021-22 future cohort | 0 | N Whysall/ S Marshall J Thomson | 2020-21 KS2 data |