



## Catch-Up strategy statement: Longsands Academy

In line with the core purpose of our Partnership – to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility – we aim to ensure that all students, including those who are eligible for Catch-Up funding, benefit from a tailored educational experience which takes into account their strengths, areas for development and interests.

1. Summary information					
<b>School</b>	Longsands Academy				
<b>Academic Year</b>	2017/18	<b>Total Catch-Up budget</b>	£23,000 (2018-19 est. at the same level)	<b>Date of most recent Catch-Up Review</b>	n/a
<b>Total number of pupils</b>	1874	<b>Number of pupils eligible for Catch-Up (Literacy and/or Numeracy)</b>	Literacy: 76 Numeracy: 61(2018-19)	<b>Date for next internal review of this strategy</b>	April 2019
2. Current attainment					
			<i>Pupils eligible for Catch-Up(your school)in years/months</i>	<i>Pupils not eligible for Catch-Up (national average) in years/months (2017-18)</i>	
<b>Reading Age average (Suffolk)</b>			9.11	11.06	
<b>Spelling age average (Vernon)</b>			10.07	12.08	
<b>KS2 Reading SAT average (out of a total of 120)</b>			90.45	104.35	
<b>KS2 Maths SAT average (out of a total of 120)</b>			91.78	104.04	
3. Barriers to future attainment (for pupils eligible for Catch-Up.)					
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>					

<b>A.</b>	Literacy skills entering Year 7 are lower for students eligible for Catch-Up than for other students, which prevents them from making good progress in Year 7.	
<b>B.</b>	Numeracy skills entering Year 7 are lower for students eligible for Catch-Up than for other students, which prevents them from making good progress in Year 7	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Attendance rates for pupils eligible for Catch-Up are 96.1% (2017-18), above the target for all children of 96%. This compares to 95.85% in 2016-17.	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Students eligible for Catch-Up close the gap in reading and spelling compared to non-Catch-Up students by the end of Year 7.	Students eligible for Catch-Up in Year 7 make sufficient progress in terms of reading and spelling ages by the end of the year to bring the majority into line with their actual ages. This will be assessed via re-testing using Suffolk reading and Vernon spelling tests in December, March and June for all students in the KS2 range below 100. Students will demonstrate their progress by closing the gap in reading/spelling ages as measured by Suffolk/Vernon tests.
<b>B.</b>	Students eligible for Catch-Up close the gap in Maths compared to non-Catch-Up students by the end of Year 7.	Students eligible for Catch-Up in numeracy make sufficient progress by the end of the year in order that they are meeting age related expectation. Progress is shown through end of year Maths examination scores consistent with attaining the required KS2 SAT level.
<b>C.</b>	Increased attendance rates for pupils eligible for Catch-Up.	Overall attendance among pupils eligible for Catch-Up is maintained so that it is at least in line with the Academy target of 96%.

5. Planned expenditure						
Academic year		2018/19				
		The three headings below enable schools to demonstrate how they are using the Catch-Up grant to improve classroom pedagogy, provide targeted support and support whole school strategies.				
i.		Targeted Support: Literacy				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs	When will you review implementation ?
1. A. Improved Year 7 literacy progress	<p>Pilot scheme of Catch-Up Literacy was successfully completed in 2016-17.</p> <p>This was extended in 2017-18 via additional TA training and will be continued in 2018-19.</p> <p>Lexonik reading programme introduced 2018.</p>	<p>Catch-Up is an intervention highlighted by the DfE as effective in closing the gap in reading ages. Their conclusion is based on research into the impact of the Catch-Up intervention in other schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects/s-and-evaluation/projects/catch-up-literacy/">https://educationendowmentfoundation.org.uk/projects/s-and-evaluation/projects/catch-up-literacy/</a></p>	<p>Catch-Up Course has been attended by the Assistant Principal-Director of Interventions and by three TAs. Twice weekly Catch-Up sessions will run during morning registration. Re-testing of reading age takes place in Summer term 2019.</p> <p>Average improvement in reading age for Catch-Up in 2017-18 was +18 months.</p> <p>Member of staff delivering the Lexonik programme has been trained by the service provider.</p>	Assistant Principal – Director of Interventions.	<p>Catch-Up funds allocated directly to the Assistant Principal are used to purchase stocks of approved texts for use in Catch-Up one-to-one intervention sessions.</p> <p>£2,000 texts</p> <p>£500 to train a replacement TA for Catch-Up (member of staff leaving).</p> <p>£3,000 TA time for guided reading (Catch-Up)</p> <p>£3,000 staffing time for Lexonik reading programme.</p>	June 19

2. A. Improved Year 7 literacy progress	Literacy lessons.	<p>Literacy lessons for selected Year 7 students were introduced in 2015 following evaluation of a model used at Sawston Village College. Students in the 2015-16 cohort made above average progress in both reading and spelling. These rates of improvement were maintained in 2016-17 and 2017-18.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	<p>Three separate groups receive two timetabled lessons per week for the year. Catch-Up students selected are in the range 84-95 on the KS2 reading SAT. Students who score more highly on Longsands' internal reading/spelling tests (administered July 2018) than the KS2 SAT will be re-tested during Year 7.</p>	<p>Assistant Principal-Director of Interventions is in charge of student selection/ monitors delivery.</p> <p>Teaching of Literacy lessons: CLA/ CAS/ ATD</p>	<p>£2,000 texts and materials for delivery of lessons.</p>	<p>December 2018 March 2019 June/July 2019</p>
3. A. Improved Year 7 literacy progress	I2L group comprises 11 students (2018-19) in the range sub-level 80-92 on KS2 reading SAT.	<p>The I2L group provides for a programme of Literacy and Maths support in conjunction with (for some students) other factors. All students in I2L are Catch-Up.</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p>	<p>Students receive five lessons per week for the year, with continued support available ( if required )into years 8 and 9, with additional Maths and English in KS4. Some students are also Pupil Premium. Students are re-tested December 2017 for reading and spelling as part of the on-going tracking process and to inform decisions about continuing provision. This process is repeated in March and June 2019.</p>	<p>I2L co-ordinator/PPI co-ordinator supported by Assistant Principal-Director of Interventions.</p> <p>Teaching delivered by: KAB/ ESS</p>	<p>£1500 for books and teaching materials. £7,000 staffing cost</p>	<p>December 2018 March 2019 June 2019</p>

<b>Total budgeted cost</b>						£19,000	
<b>i</b>	<b>Targeted Support: Numeracy</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Costs</b>	<b>When will you review implementation ?</b>	
4. B .Improved progress for low ability students in Mathematics	All I2L students work with TA's in a.m. registrations. All other students in the cohort work with Year 12 mentors.	All students attained a score below 100 on their KS2 SAT. One-to-one intervention has been adopted in order to close the gap.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</a>	All Year 12 mentors are selected and supervised by MDP. All students on Numeracy intervention will be re-tested at the end of Year 7 in order to track progress in relation to the KS2 SAT.	MDP under the supervision of the Assistant Principal-Director of Mathematics and the Assistant Principal-Director of Interventions.	£1,000 for teaching materials.  £3,000 TA staffing time.	At each PR point and in April 2019 and July 2019	
<b>Total budgeted cost</b>						£4,000	
<b>ii</b>	<b>Other approaches</b>						
9. D. Maintain increased attendance rates for students eligible for Catch-Up (which were 96.1% in 2017-18).	New reward system implemented and consolidation and communication of attendance procedures, continuation of breakfast club to encourage students into school.	Where students attendance rates are high there is a correlation to higher levels of achievement and vice versa.  <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	Assemblies to all students to inform them of attendance procedures and reward system. Attendance procedures and figures to be closely monitored at half termly intervals. Attendance team to work closely with key stage teams and Senior Attendance Officer to be inducted appropriately. Publicity around breakfast club and monitoring of attendance	Vice Principal, Pupil Premium Coordinator and Attendance team, Breakfast Club Supervisor	Supported by Pupil Premium	Every half term	

			at the club.			
<b>Total budgeted cost</b>					£0 from Catch-Up	

## 6. Review of expenditure 2017-18.

### **Year 7 Literacy and Numeracy Catch-Up Grant 2016-17.**

In 2017-18 Longsands Academy received £23,000 in Catch-Up grant to support 126 Year 7 students who were below 100 on their KS2 SAT in numeracy and/or reading.

The funding was used for:

- twice weekly Literacy lessons across three groups of students, one per school (Aspen, Maple, Willow)(£9000 teacher time/ timetabled lessons)
- intensive small group tuition via the I2L group (£7000 contribution to teacher time for timetabled sessions)
- individual support via the SEN department( £3000 TA time.)
- a guided reading programme ('Catch-Up') (£1000 resources)
- TA support in Numeracy alongside a programme of Year 12 mentoring.( £3000 TA time.)

The impact on attainment in Literacy and Numeracy was assessed through:

- Measuring students' literacy and numeracy ability on intake through baseline assessments e.g. Cognitive Abilities Tests (CATs); KS2 Standard Assessment Tests (SATs)
- Suffolk and Vernon reading and spelling tests conducted in July 2017 with re-testing in December 2017 and March/June 2018.
- End of year 7 internal numeracy assessment levelled for comparison with the KS2 numeracy SAT.

### **Outcomes of student progress (2016-17).**

- Average progress of Catch-Up Premium students in reading by June of Year 7: +10 months
- Average progress of Catch-Up Premium students in Numeracy by the end of Year 7: +0.2