

# Catch up 7 strategy statement, spend and impact 2016 -17

1. Summary information					
<b>School</b>	Atherton Community School				
<b>Academic Year</b>	2016/17	<b>Total Catch up 7 budget</b>	£7000	<b>Date of most recent CU7 Review</b>	Dec 16
<b>Total number of pupils</b>	383	<b>Number of pupils eligible CU7</b>	37	<b>Date for next internal review of this strategy</b>	July 2017

2. Current attainment		
	<i>Pupils eligible for CU7(your school)</i>	<i>Pupils not eligible for CU7</i>
<b>% achieving Expected progress or better in English</b>	92%	97%
<b>% achieving expected progress or better in Maths</b>	86%	92%

3. Barriers to future attainment (for pupils eligible for CU7)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	Low levels of literacy across the school and low reading ages with very few students arriving in year 7 reading for pleasure.	
<b>B.</b>	Inconsistent maths skills from KS2 – not all have had skills, fluency and mastery developed.	
<b>C.</b>	Basic maths skills such as multiplication and division being embedded.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lack of access to books at home or a local library – parental literacy levels an issue so support at home is difficult for students to access.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Chronological reading ages to be rapidly improved.	Pupils eligible for CU7 to achieve in line with the rest of the cohort. No gaps to be found as a result of accessing assessment. Reading ages and spelling ages to demonstrate significant improvements
<b>B.</b>	Comprehension skills developed within reading programmes	Comprehension skills to be in line with the non CU7 cohort through English assessments.
<b>C.</b>	Maths skills developed and mastered.	Skills analysis to show development of key skills in the KS3 curriculum.

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<b>D.</b>	Gaps closed in basic maths skills such as multiplication		Basic skills tests to show CU7 students making rapid progress to close the skills gap.		
<b>5. Planned expenditure £8100</b>					
<b>Academic year</b>		<b>2016/17</b>			
<b>i. Targeted support</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>When will you review implementation?</b>
CU7 students making at least expected progress in English and demonstrate no gaps compared to other sub groups. CU7 students to meet at least chronological reading age.	CU7 students with reading ages lower than chronological age to complete the Bradford reading programme. Reading ages in the first term to show significant progress towards closing the gap between CU7 and non CU7 students.	Bradford reading programme is 1:1 reading support and has demonstrated significant impacts on reading ages and comprehension. Students feel confident in 1:1 sessions where they are able to read aloud with confidence.	Literacy co-ordinator launches and trains staff. The programme will run for a half term before reading ages are reassessed to measure the effectiveness and impact. Regular updates and reviews lead by literacy co-ordinator.	DG	December 16
CU7 students making at least expected progress in English and demonstrate no gaps compared to other sub groups.	Targeted students to participate in Lexia and Reading plus during club and intervention time. Spelling and comprehension skills developed to allow CU7 students to make at least expected progress.	Lexia and Reading plus baseline students and set personalised learning programmes for individual students, allowing them to target their areas of weakness, Reading plus also utilises students interests in order to provide texts that students have an interest in. Progress is monitored and reports generated by the software to monitor progress and impact.	TA's identified as literacy leaders and they will run the intervention sessions in ICT with students. TA's will be trained on how to monitor tracking and impact reports.	DG, SW and HB	October 16

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<p>Students develop a love of reading and regularly read for pleasure.</p>	<p>Reading for pleasure sessions to involve CU7 students taking an active role in paired reading, book reviews, reading a loud and develop a love of reading.</p>	<p>In an area with high deprivation levels and community wide literacy issues, developing a love of reading will help change the culture for these students. Access to e-readers and the school library means that students can continue to read at home.</p>	<p>All staff briefed on how reading for pleasure sessions is completed. Library is led by House captains (literacy leaders) during these sessions and top 10 form book lists shared and discussed.</p>	<p>SW to lead all staff</p>	<p>September 16</p>
<p>CU&amp; students to close gaps in maths skills highlighted in baseline assessments.</p>	<p>CU7 students to show catch up of KS2 skills that form the foundation for KS3 skills to be built on. CU7 students to show rapid closing of the gaps in basic maths skills.</p>	<p>A comprehensive baseline is completed and mapped against skills. Students are RAG'd against individual skills, allowing targeted and specific intervention to be implemented according to the students need.</p>	<p>All staff receive Doodle training and shown how to monitor tracking of skill development in order to incorporate feedback from this tool into lessons in order to address skill gaps.</p>	<p>JL</p>	<p>Sept 16</p>
<p>CU7 students to make at least expected progress in maths and demonstrate no gaps between other sub groups.</p>	<p>CU7 students to make at least expected progress in maths in KS3 skills. Through regular completion of assignments on Doodle. TA and Y7 progress leader to work in English and Maths intervention sessions and lesson support.</p>	<p>Specific tasks relating to weakest skills can be generated for each student. Students can master skills and the progress tracked over time. Maths Rocks apps enable students to learn multiplication through re-learning times tables in a fun and engaging way.</p>	<p>Numeracy form activities to tackle common misconceptions and weaker skills. Maths faculty to conduct thorough tracking of skills gaps and feed into intervention programmes. Pixl launch to all staff in Jan17 and maths staff + TA's will be trained on how to utilise the Y6 maths facility. QA of TA tracking and impact analysis of effectiveness of interventions. Y7 progress leader to track and evaluate impact of interventions across the school and feedback at leadership meetings to HoF in order to inform next half term intervention approaches.</p>	<p>JL</p>	<p>Oct 16</p>

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<b>Total budgeted cost</b>					£1000 (contribution to software, reading books and training) + £500 contribution to Pixl + £1000 contribution to KS2- 3 transition co-ordinator, £2000 contribution to TA and progress leader who will work on maths and English interventions in school. £1000 contribution to Doodle. = £5500
<b>ii. Other approaches</b>					
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?
Students access software at home to supplement school intervention with home study.	e-readers and ipad minis to be loaned to students who can continue learning on targeted areas at home	Lack of access for CU7 to books or internet/computers at home is an issue – providing a resource for them to use at home where there would not normally be one.	Students who are CU7 for English will be given priority for these resources and monitoring of completion at home can be conducted by HoF. Data analysis of skills development mapping each term.	Librarian and English faculty	Oct 16
Gap between CU7 students and non CU7 students closes and skills tracker shows skill development	Maths tutor to work with small groups of students on targeted areas for improvement and to ensure mastery of skills	1:1 or small group work completed by extraction during maths lessons by an experienced subject specialist who can dedicate targeted time to identified students.	Maths tutor employed and targeted CU7 students placed into maths tutor sessions once per week.	JL	Sept 16
CU7 students make at least expected progress in maths.	Cluster group from feeder primaries to work with ACS maths teachers and KS2 co-ordinator to share teaching skills for specific maths topics and skills – share good practice and streamline KS2 – KS3 maths transition.	Each year students arriving in Y7 show inconsistent abilities and skills in maths. Students coming from primaries where the Singapore method being taught show better progress at KS3 so 'skilling up' KS2 and KS3 teachers in this area and providing them with software support in order to fill this skills gap is important.	Liaison with feeder primary schools and CPD delivered to all by a school who deliver the Singapore method. Pixl training to show KS2 teachers how to utilise this resource for targeted CU7 students who are in Y6 currently.	AB and JL	Feb 17
Gap between CU7 students and non CU7 students closes and skills tracker shows skill development	Y6 students who are on roll of Y7 at ACS will be provided with Y6 transition summer work (available on the website) in order to work to close the gap prior	Early identification of CU7 students whilst they are in Y6 will allow us to tackle the attainment gap as early as possible.	All subjects are to provide appropriate CU7 summer work to be QA'd prior to uploading to the website. Completing will be monitored and supported through the summer sessions. Parental support and guidance will be provided at the Y6 parents welcome	AB and LB	August 2017

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	to Y7. Y6 transition summer school sessions to take place to support this work.		evening held in late June.		
				<b>Total budgeted cost</b>	£1000 ipads and e-readers, £500 maths tutor for 1 academic year, £1000 symphony maths contribution, £350 for staff to provide summer sessions to CU7 students, £250 resources and photocopying = £3100
<p><b>Impact to date: English</b> - 84% of CU7 students are making better than expected progress, 8% are making expected progress and 8% are half a level behind expected progress.  <b>Maths</b> - 43% of CU7 students are making better than expected progress, 43% are making expected progress and 14 % are half a level behind expected progress.</p> <p><b>Reading age analysis will be updated by the end of June.</b></p>					

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