

# Catch-up funding strategy statement

1. Summary information					
School	Mascalls Academy				
Academic Year	2016/17	Total Catch-up budget	£ 21 500	Date of most recent lit/num review	
Total number of pupils		KS2 PA		Date for next internal review of this strategy	
2. Current attainment – Intake 2016					
No. of pupils on entry below secondary ready in English - Reading			60 (30%)		
No. of pupils on entry below secondary ready in maths			65 (33%)		
No. of pupils with RA below chronological age			66 (33%)		
3. Barriers to future attainment (for pupils not secondary ready)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Pre-existent gaps in knowledge, skill or understanding in English				
B.	Pre-existent gaps in knowledge, skill or understanding in maths				
C.	Lag in progress due to gaps in English and maths				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
C.	Low levels of support/unable to support literacy/numeracy at home				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success criteria	
A.	English gaps addressed			Improvement in areas for development identified in KS2 QLA – outcomes from in class and semester assessment	
B.	Maths gaps addressed			Improvement in areas for development identified in KS2 QLA – outcomes from in class and semester assessment	
C.	Progress gaps close			All students identified as not secondary ready making at least expected progress in English and maths	

<b>D.</b>	Improved parental support	Attendance at key events, fewer sanctions for missed homework
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**5. Planned expenditure**

<b>Academic year</b>	<b>£21500 (not yet confirmed)</b>
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The three headings below enable schools to demonstrate how they are using the Catch-up Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<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>
Consistent cross curricular approach to numeracy	Appointment of whole school TLR for numeracy Introduction of common calculation policy and whole school numeracy policy	Intra-school variation in approaches to numeracy creating confusion amongst students. Specialist in maths will develop common approaches to numeracy and train staff to deliver accordingly	Line management of TLR holder Lesson observations for numeracy in subjects Work sampling across subjects	NME/WMO	Semester 2/4/6
Improved CPD and support for whole school literacy	Marking strategy CPD Vice Principal T&L responsible for whole school literacy	High profile given to literacy, underpinned by high quality CPD.	Work scrutiny Drop ins Lesson observations	CRT/WMO	Semester 2/4/6

**Total budgeted cost** £10 000

**ii. Targeted support**

<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>
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Use of KS2 QLA to address gaps in KS2 performance	Appointment of 2 x primary specialists in maths Suspension of Scheme for Learning to address gaps in lessons	Knowledge of KS2 programme of study, Feedback – identified by Sutton Trust as high impact, low cost. Feedback studies tend to show very high effects on learning. One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback	Line management Work scrutiny Assessments Drop ins Lesson observations	CTH – KS3 maths KPR – KS3 English WMO	Semester 2/4/6
Personalised support for most vulnerable students	Dyscalculia toolkit Dyslexia toolkit In class support Reading Recovery programme Rapid Plus Specialist TA	Bespoke support packages and intense periods of intervention improve the literacy and numeracy of students providing them with strategies across school	Line management Work scrutiny Assessments Drop ins Lesson observations	RGAWMO	Semester 2/4/6
Increasing parental engagement	Parental workshops	EEF notes that actively involving parents in supporting their children’s learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children read or do mathematics and more intensive programmes which for families in crisis.	Attendance at events	WMO	Semesterly
<b>Total budgeted cost</b>					£10 000

### iii. Other approaches

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?
Promoting reading for pleasure	Accelerated reader implementation	AR has shown to increase opportunities for reading. EEF note the overall effect size of +0.24 is the equivalent of approximately 3 months of additional progress in reading age after 22 weeks. The evaluation also indicates a positive impact for FSM-eligible pupils	Through AR tracking reports and targeted intervention derived from AR outcomes	WMO/CRT	Semester 2/4/6

**Total budgeted cost** £ 1500

**6. Review of expenditure**

**Previous Academic Year** 2015-16

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Improved home/school communication and engagement.	Introduction of Show my Homework	This is unclear, however, the improved focus has increased set homework and provided a baseline for future measurements.	It is difficult to attribute the improvements progress to the introduction of SMHW. There is no comparable data from previous academic years. Funding for SMHW has been secured from PPG and whole school budget and will provide comparable data for the academic year 2016-17.	£2000
Improved numeracy	Introduction of Numeracy Ninjas	There was a significant shift in the amount of numeracy time students undertook in advisories. It raised the profile of the importance of numeracy.	More rigorous tracking of the tracking of impact of numeracy ninjas needs to be addressed in 2016-17.	£2000

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Personalised support programme to improve literacy and numeracy	Dyslexia Programme, TA support, Rapid Plus Resourcing – Dyscalculia & Dyslexia toolkit, overlays and tinted reading cards	Assessment of dyscalculia and dyslexia much improved  In year 7, of those not secondary ready on entry: English - 86% 3+LoP, 57% 4+LoP exceeds NA Maths – 94% 3+LoP, 90% 4+LoP exceeds NA In Year 8: English – 65% 3+LoP, 24% 4+ LoP exceeds NA Maths – 68% 3+LoP, 50% 4+ LoP exceeds NA	This programme has shown that it has an impact on targeted students. In 2016-17, this needs to ensure continued and rapid improvements in achievement.	£1500

