

Catch-up funding strategy statement (secondary)

1. Summary information				
School	Springwell Community College			
Academic Year	2018-19	Total CUF budget		
		£11500 (est)		
Total number of pupils	805	Number of pupils eligible for CUF		
		23 (est)		
2. Current attainment				
		Pupils eligible for CUF (your school)		
Average secondary ready En/Ma score		89.6/ 90.4		
Reading age on entry/ standardised score		9.0/ 83.8		
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>				
A.	Low levels of literacy on entry			
	Category	Non-CUF	CUF	Gap
	KS2 GPVS Scaled Score Key Stage 2 Validated Result	105.8	89.6	16.2
	KS2 Reading Scaled Score Key Stage 2 Validated Result	105.8	89.6	16.2
B.	Low levels of numeracy on entry			
	Category	Non-CUF	CUF	Gap
	KS2 Maths Scaled Score Key Stage 2 Validated Result	105.1	90.4	14.7

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Low aspirations of some students – “... has a workforce with a relatively low level of skills compared with the UK as a whole” ... “... has a smaller proportion of residents employed in higher skilled occupations when compared with the national average”. (Portrait of the East Midlands By Jen Beaumont, Office for National Statistics)	
D.	High deprivation figures for the local area. Deprivation index: 0.22 National; 0.26 Springwell. This puts Springwell in the fourth highest quintile. This is a barrier to learning as these students do not have the conditions at home that are conducive to studying. Many do not have the materials or space at home to complete homework and not all have internet access.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Levels of literacy improve for this cohort	<ol style="list-style-type: none"> 1. The average reading standardised score for this cohort improves to 95 and the gap between reading and chronological age reduces to no more than one year. 2. 75% or more of students reach their English target in the summer term assessment
B.	Levels of numeracy improve for this cohort	<ol style="list-style-type: none"> 1. The average score for the cohort on KS2 maths tests is 100 2. 75% or more of students reach their maths target in the summer term assessment

5. Planned expenditure					
Academic year		2018-19			
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?
Enable less able readers to catch up	MFL remove group – Freshstart (small groups)	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>Reducing class size appears to result in around 3 months additional progress for pupils, on average. (EEF teaching and learning toolkit)</p> <p>The programme had good impact last year</p>	<p>Sessions are delivered by experienced practitioners, trained in the Fresh Start approach</p> <p>There are two classes with four students in each to allow for a more personalised approach</p> <p>The sessions will be quality assured during the year</p>	LHO	<p>Assessments will be carried out three times over the years and student progress will be tracked</p> <p>Students have sat a reading test on entry and will take another at the end of the year to allow improvement to be identified</p>
				Staffing	£8000
				Materials	£500
				Total expenditure	£8500

5. Planned expenditure					
Academic year		2018-19			
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?
To develop reading and writing skills (the SSIF3 Literacy Project)	Bedrock, Word Power, inference and Accelerated Reader Scheme	Each of these programmes has been evidenced to improve reading and writing skills. At Springwell there is clear evidence that Accelerated Reader is effective.	<p>The SSIF bid required tight success criteria which are in place and will be students' progress in reading and writing will be monitored against these through the year.</p> <p>To ensure effective delivery of inference training a teacher has been assigned rather than a TA (funding received for TA time)</p> <p>Additional leadership time, above that funded, has also been provided.</p>	LHO	Three times per year during the college's assessment points. Start and end of year reading tests.
				Additional bedrock licences Additional teacher costs Additional leadership time Total expenditure	£150 £2000 £1500 £3650
To enable students with low maths prior attainment to catch up	Six week intensive maths recovery programme	Previous maths catch up funding intervention strategies had limited impact. A new approach is being trialled.	A group of 9 students (KS2 maths scores less than 90) will receive one three hour session per week over six weeks. At the end of the programme they will sit KS2 maths tests and their target will be 100.	MLI	
				Total expenditure	£600

5. Planned expenditure					
Academic year		2018-19			
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?
TOTAL					£13,750

6. Review of expenditure				
Previous Academic Year		2017/18		
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Improved literacy/numeracy skills	MFL remove group – Fresh start	Students on this programme improved their reading ages by 6.1 months over the 10 month programme. This should be set in the context that their average reading age on entry was 8.3 years so they have been making progress in their reading at below this level previously. Quality assurance of these sessions shows them to be well planned, interactive lessons where good progress is made.	This approach will continue in 2018-19.	Inc in row below
Improved literacy/numeracy skills	MFL remove group	The average reading age for all supported students increased from 8.2 to 9.3, reducing the gap to chronological age to a month. 88% of supported students are on or above target in English and this exceeds the college's standard of 70%. In maths there is less evidence of impact as the majority are working below their target. This provision has been quality assured and it is clear	A new literacy strategy, supported by the successful SSIF3 bid will be implemented and will include the Bedrock programme and a greater focus on reading for comprehension (inference).	£7000

6. Review of expenditure				
Previous Academic Year		2017/18		
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
		That the lessons are of the required standard and that these students would have been further behind without it.		
Improved literacy skills	Inclusion in the Lexia and Accelerated Reader schemes	There is strong evidence of improvement in those students who followed the accelerated reader programme. These students improved their standardised scores by 2.97 points and their average reading ages improved by 12.8 months over the 10 month period between their reading tests. Lexia had less impact with boys in particular showing limited progress in their reading over the period. Girls did better and improved their standardised scores over the period.	Accelerated Reader is successfully engaging students in their reading through Year 7 and there is strong evidence of improvement. Lexia is having less impact and will be complimented in 2018-19 by the Bedrock programme. This takes a different approach to the phonics based Lexia programme and it is expected to engage boys more effectively.	£7500
Total budgeted cost				£14500