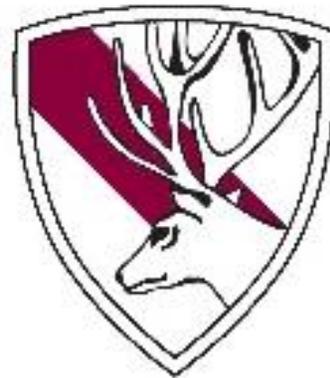


THE CARLTON ACADEMY

CATCH UP STRATEGY

2019-2020



The Carlton
Academy

Catch up funding provides the academy with the opportunity to afford greater support students who arrive with us in Year 7 having not made expected progress in numeracy or literacy by the time of transition from Key Stage 2. More information concerning this scheme and governmental criteria can be found on the DFE or gov.uk websites.

The academy uses this additional money in several key ways:

- The purchase of ICT software and hardware to support Accelerated Reader.
- Funding for Lexia software used to accelerate the progress of students with phonetic difficulties
- Books and equipment across the school to support learners with low levels of literacy and numeracy.
- The employment of Literacy and Numeracy tutors to develop new strategies and intervention.
- The provision of extra reading lessons in Year 7 using Accelerated Reader as well as DEAR time, conducted daily in mainstream curriculum lessons, with the addition of DEAR once a week during Tutor time. This is in order to reach our own trust target of ensuring all students achieve a reading age of at least 15 by the end of Year 9 to help meet the demands of various new GCSE curricula.

TCA Overview

Number of students on roll: 981 (106 post 16)

Number of students Eligible for Catch up: 48

Most recent review:

Expenditure	Attainment information		Students eligible for Catch—up funding				overview:
	Literacy		42				
	Numeracy		36				
	Total Est. budget for 2018-19		£12,000				
Catch-up Income 2017-18	£10,611	Est. Catch-up Income 2018-19	£12,444	Est. Catch-up Income 2019-20	£12,000		
Total Spend 2017-18	£ 12,000	Projected Spend 2018-19	£12,500	Projected Spend 2019-20	£12,000		

Desired outcomes:

Outcomes 2019-20

Outcomes 2019-20	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Improved literacy for identified cohort.	Literacy levels improved for identified students. This will be measured using reading ages and outcomes.
Improved numeracy outcomes for identified cohort.	Numeracy levels improved for identified students. This will be measured using numeracy testing and outcomes.

Strategies 2019-20	Evidence and rationale for choice	Implementation	Staff lead	Budgeted cost
Improving literacy and numeracy				
Question Level Analysis	<p>Forensic Analysis on Maths, Grammar, Punctuation and spelling allowing staff to improve planning and focus on individual student's needs.</p> <p>Indepth analysis enables staff to directly focus on specific areas and help make informed decisions on the level of interventions needed.</p>	<p>Whole school</p> <p>Target students early with their specific areas of weakness.</p>	<p>EMU, JMO, MSH, LBU</p>	<p>No Cost</p>
<p>Literacy interventions.</p> <p>Intervention programme for students below the expected attainment in literacy.</p>	<p><i>Students read for 15 minutes every day within curriculum lessons. One day per week is also given over in tutorial periods to reading affording students the opportunity to feed back to staff and peers.</i></p> <p>Students identified as below age related expectations are also given the opportunity to take part in paired reading programs.</p> <p>Studies by EEF and others have shown that children’s reading age has a large and measurable impact on their performance in national assessments such as GCSEs. Students who require support will receive It through targeted interventions, to improve outcomes in English and other subjects.</p> <p>Reading comprehension strategies    <small>High impact for very low cost, based on extensive evidence.</small></p>	<p>Whole school</p> <p>Ongoing review of data using ARTi testing to judge progress</p>	<p>DCR, JYE SENCo and SLT.</p>	<p>£1,000</p>
<p>Accelerated Reader Programme</p> <p>Lexia ARTi</p>	<p>Accelerated Reader programme has been implemented using Lexia alongside ARTi testing in order to closely monitor student progress and ensure that the correct interventions are going to the appropriate students. Accelerated Reader has been shown to have a positive impact on literacy rates in independent evaluation.</p> <p>Reading comprehension strategies    <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Teaching assistants    <small>Low impact for high cost, based on limited evidence.</small></p>	<p>Whole school</p> <p>All students having a reading age of 15 years old by the end of Year 9.</p>	<p>DCR, JYE, SLT</p>	<p>£3,000</p>
<p>Literacy interventions</p> <p>Small group and 1:1 tutoring</p>	<p>The additional content and demands of the new GCSE specifications has been shown to have a disproportional effect on those with lower levels of literacy. Evidence has shown that outcomes are, however, positively affected when students are given access to high quality small groups or 1:1 tuition. At TCA we have employed specialists English in order to facilitate small group tuition as well as to help provide targeted intervention at an early stage in students key stage 3 careers.</p>	<p>Year 7 students identified at transition and via ARTi testing.</p>	<p>Head of English, SENCo and SLT.</p>	<p>£3,000</p>

	<p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p>One to one tuition Moderate impact for high cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p>			
<p>Numeracy interventions.</p> <p>Small group and 1:1 tutoring</p>	<p>The additional content and demands of the GCSE specification in Maths and other subjects e.g. Science and Geography has been shown to have a disproportional effect on those with lower levels of numeracy. Evidence has shown that outcomes are, however, positively affected when students are given access to high quality small groups or 1:1 tuition, as well as to help provide targeted intervention at an early stage in students key stage 3 careers..</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p>One to one tuition Moderate impact for high cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p>	<p>Year 7 students identified at transition via testing for intervention.</p> <p>QbyQ analysis from SATs to be used by Maths staff for more targeted intervention hence greater impact.</p>	<p>Head of Maths, SENCo and SLT.</p>	<p>£3,000</p>
<p>Literacy and numeracy focused group teaching</p>	<p>The EEF notes, reading comprehension strategies have a positive impact on progress by around 6 months. Equally, small group tuition students make on average 4 months' progress on top of what is expected.</p> <p>Additional classes in literacy for selected students, with the aim of significantly improving reading ages and improving the proportion of students who can read at or above their chronological age.</p> <p>Targeted numeracy intervention classes and establishment of a targeted group of students who need to improve both their literacy and numeracy levels.</p> <p>Teachers, who have identified the gaps in students' skills and plan accordingly to close these gaps.</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>	<p>Students identified as being below age related expectations are timetabled into intervention classes.</p> <p>Progress is monitored and interventions adjusted accordingly.</p>	<p>MSH, LBU, JMO, JYE</p>	<p>£2,000</p>

2018-19 Strategies	Cost 2018-19	Estimated Impact	Continue 2019-20
Literacy interventions. Intervention programme for students below the expected attainment in literacy.	£2000	The EEF have shown that children's reading age has a large and measurable impact on their performance in national assessments. Students who require support will receive this through targeted interventions, such as those below age related standards to take part in paired reading programs alongside whole school DEAR time, to improve outcomes in English and other subjects.	Yes
Accelerated Reader Programme Lexia ARTi	£3,000	Since 2014-15, students have consistently made progress above the chronological time taken for their participation in the programme.	Yes
Literacy interventions Small group and 1:1 tutoring	£5000	Additional classes and targeted reading programmes for selected students, to significantly improve their reading ages and improve the proportion of students who can read at their chronological age.	Yes
Numeracy interventions. Small group and 1:1 tutoring	£5000	Additional classes and targeted programmes for selected students, to significantly improve their numeracy and improve the proportion of students above KS2 benchmark.	Yes