

Year 7 Catch Up funding plan 2019/20

1. Summary Information					
School	Nicholas Chamberlaine				
Academic Year	2019-20	Total catch up budget	£25,733		
Total number of pupils	107	Number of pupils also PP	10	Date	September 2019

KS2 Data	
	Our School
below 100 in GPVS	52
below 100 in reading	89
below 100 in Maths	75
below 100 in both English and Maths	57

Targeted support plan 2019/20				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
12 Month + reading age improvement	PiXL KS 2/3 transition programme (x 2 sessions a week)	Nationally recognised programme; completed last year successfully. Students chosen based on results in NGRT results. Comprehension and reading	Team teaching/joint planning to support new member of staff Learning walks, student voice, data (DC2 and intervention cycle 1)	6 weekly blocks
Increase in phonic recognition score Able to read passage 6 12 Month + reading age improvement	Fresh Start and/or PiXL Code(x 3 fortnight)	Been using for 4 years now, proven impact. Levelled so entry point for all, fast paced intervention, focuses on reading skills first, but introduces other literacy skills	Learning walks/coaching, student voice, data (DC2 and intervention cycle 1)	6 weekly blocks

Increase in comprehension score in NGRT 12 Month+ increase in NGRT reading age	Inference (x 2 fortnight)	Focuses on comprehension activities to improve student understanding of a range of texts. Staff trained to deliver this by STS (Warwickshire specialist teaching service)	Learning walks/coaching, student voice, data (specifically comprehension score within NGRT, DC2 and intervention cycle 1)	6 weekly blocks
DC data show students on track/achieving ARE PLCs show gaps in key skills reducing	PiXL Catch Up resources/ PIXL timestable app/ PIXL Arithmetic resources	Created by PiXL, with clear implementation strategy. Based on diminishing gap in skills base for KS2/3	Learning walks/coaching, student voice, data DC2 and intervention cycle 2)	6 weekly block
DC data show students on track/achieving ARE PLCs show gaps in key skills reducing	Direct Instruction Mathematics	Daily structured teaching strategy focused on specific Maths Skills to close the gaps, solve problems and think mathematically.	Learning walks/coaching, student voice, data DC2 and Direct Instruction Booklets and Assessment	Termly Block

Individual support plan 2019/20				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
8-12 Month reading age improvement	Precision teaching (10 minute daily slots)	Staff trained to deliver by Ed Psych who specialises in support for SpLD, been using for 2 years now and has had consistent impact	Student voice PT tracking graphs progress shown DC data NGRT and Vernon results	6 weekly blocks
Fluency in reading improves	1:1 reading slots	1:1 reading slot allows TAs to model speed and expression when reading and improve word recognition/understanding at the same time	NGRT results	6 weekly blocks
Identification of additional needs where appropriate	STS assessment	External agency we buy into to assess students for additional needs and exam access arrangements	Report is used to plan individual support plan for the student Parental voice, student voice Assess Plan Do Review cycle	2.5 hour assessment slots x 1 fortnight. Report received within 1 week to begin Assess Plan Do Review cycle (then reviewed 6 weekly)
Progress against EHC Plan objectives/referral for EHC plan	Speech and Language assessment SEND Supported Warwickshire EP SEN alternative provision	To ensure we are working towards plan objectives we regularly use external agencies for additional support	Student voice Parent voice Report	Termly