

# Catch Up Funding strategy statement (secondary)

| 1. Summary information        |                             |  |         |  |    |
|-------------------------------|-----------------------------|--|---------|--|----|
| <b>School</b>                 | George Spencer Academy      |  |         |  |    |
| <b>Academic Year</b>          | January 2018 – January 2019 | <b>Total Catch up budget</b>                   | £20,720 | <b>Number of students not achieving national expectation at the end of KS2 in Reading</b>  | 61 |
| <b>Total number of pupils</b> | 1489                        | <b>Number of pupils eligible for CUF in Y7</b> | 59      | <b>Number of students not achieving national expectation at the end of KS2 in Numeracy</b> | 46 |

## 6. Planned expenditure

Academic year

2018-19

| Desired outcome  | Chosen action / approach   | What is the evidence and rationale for this choice?   | Staff lead                               | When will you review implementation? |
|--|--|---|--|--------------------------------------|
| Improvements in literacy and numeracy to expected standard for targeted students | Employment of associate leadership members to lead and be accountable for the allocation of catch up funding and the progress of this key group of students. | Having a named individual accountable for the overall coordination of this provision gives clarity and gravitas to the agenda to ensure actions are followed through and clearly evaluated. | Literacy and Numeracy Associate leaders. | Termly                               |

|  |   |   |                                      |               |
|--|---|---|--------------------------------------|---------------|
| <p>Improvements in literacy to expected standard for targeted students</p> | <p>New assessment practice (GL) to track and monitor progress of students below expected standard in reading.</p> | <p>The efficacy of the interventions needs to be judged by more valid measures. GL has a large dataset to provide more reliable measures.</p>   | <p>Assistant Principal Inclusion</p> | <p>Termly</p> |
| <p>Improvements in literacy to expected standard for targeted students</p> | <p>Small group LPA support based upon results of assessment data.</p>   | <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The evidence mainly relates to low-attaining pupils receiving additional support to catch up with their peer. (EEF)</p> | <p>Assistant Principal Inclusion</p> | <p>Termly</p> |

|   |  |   |                               |        |
|---|--|---|-------------------------------|--------|
| Improvements in literacy to expected standard for targeted students | Nurture Group for students with the lowest levels of literacy.                 | Nurture curriculum is literacy focussed to deliver a broad curriculum whilst developing literacy in a small group setting with greater LPA support. | Assistant Principal Inclusion | Termly |
| Improvements in numeracy to expected standard for targeted students | Numeracy/maths interventions in small groups during timetabled maths sessions. | EEF evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.                                 | Curriculum Leader for Maths   | Termly |

|   |   |  |   |                |
|---|---|--|---|----------------|
| <p>Improvements in literacy to expected standard for targeted students</p>              | <p>Targeted in class provision within English.</p>  | <p>EEF evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> | <p>Curriculum Leader for English</p>  | <p>Termly</p>  |
| <p>Improvements in literacy and numeracy to expected standard for targeted students</p> | <p>Extra targeted literacy and numeracy sessions during morning registration, lunchtime and after school, including, where appropriate, our formal Period 6 extra session after school.</p> | <p>EEF evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> | <p>Assistant Principal Inclusion, Curriculum Leader for English, Curriculum Leader for Maths.</p> | <p>Termly</p>  |
| <p><b>Total budgeted cost</b></p>   |   |  |   | <p>£20,720</p> |

## 6. Review of expenditure

Previous Academic Year

2017-18

From the current Year 7 cohort 44% of students who did not achieve the Reading standard at KS2 are now on track to achieve 4 or above at KS4 and 39% of students who did not achieve the Numeracy standard at KS2 are now on track to achieve 4 or above at KS4. This suggests that the 9 months since starting secondary education have been effective in catching up around 40% of those students who were behind national expectation. Internal data suggests that the number performing in line with expectation increases with time at GSA - in the current Year 8 cohort 62% of those below reading expectation are now on track and 55% of those below numeracy expectation are now on track.

The combination of quality first teaching and use of the catch up funding has contributed to this improvement but, student progress is multi-factorial, as such it is difficult to distill the effects of individual interventions and their effect size. A more systematic and measurable approach is to be employed in the next academic year.