

**Dean Trust Rose Bridge Catch Up Strategy (2018-2019)**

The Literacy and Numeracy Catch-Up Funding (“Catch Up”) is additional funding provided to schools in order to support these schools in providing additional support to Year 7 pupils who did not achieve the expected standard in reading, or maths, at the end of Key-Stage 2 (“KS2”). Schools have autonomy in how they spend this funding, but should select programmes and approaches that are known to be effective. For further details, please see the following Department for Education Link: <https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools>

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| DTRB ‘Catch Up’ allocation (18/19) | £17,529 |  |  | Year 7 Pupils ‘On Roll’ | 138 *(6 without data)* |
|  |  | Year 7 Pupils below ES (Reading) | 25 (18.9%) |
|  |  | Year 7 Pupils below ES (Maths) | 32 (24.2%) |
|  |  | Year 7 pupils below ES (Both) | 19 (14.4%) |

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| **Strategy** | **Details** | **Rationale** | **Impact** |
| **Learning Support Assistant** | Using Learning Support Assistants to support the teaching and learning of all pupils with below age related expectations.* Better Reading Programme
 | Support pupils with personalised help to enable them to access the curriculum in all areas. | Qualitative feedback from pupils and staff noted increased resilience and confidence with the curriculum because of increased instruction time and differentiated support. |
| **Additional Intervention in Maths and English** | Small group and one-to-one expert instruction from teachers and members of staff trained in that area.* Fresh Start Phonics
* Catch Up Reading
* Maths Recovery
 | Oversight of intervention strategies by one member of staff enables holistic support and support for pupils in their specific area of need. | All pupils were able to access the Year 7 curriculum by the end of the year laying a firm foundation ahead of further KS3 study. |
| **Reading Plus+** | Access to Reading Plus+ intervention programme and specialist delivery by HLTA and LSA team. | Poor literacy is the biggest barrier to progress being made in all subject areas. Support pupils’ understanding with reading allows them to unlock all subjects. | 18 pupils out of 25 made age expected (or increased) progress with reading.  |
| **Decrease in Class Sizes** | Supporting our most vulnerable learners by decreasing the size of the class that they study both Maths and English in. | Providing a smaller environment supports the resilience of pupils and pace at which they learn. | 15 pupils made progress (reading age, end of year attainment) that was beyond expected in terms of chronological age.  |