

**Dean Trust Rose Bridge Catch Up Strategy (2019-2020)**

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>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| DTRB ‘Catch Up’ allocation (19/20) | £15,544 |  |  | Year 7 Pupils ‘On Roll’ | 124 |
|  |  | Year 7 Pupils below ES (Reading) | 30 (37.2% |
|  |  | Year 7 Pupils below ES (Maths) | 27 (33.5%) |
|  |  | Year 7 pupils below ES (Both) | 23 (28.5%) |

At Dean Trust Rose Bridge, we triangulate various data-sets for our pupils, to ensure we can adequately support their specific needs. This, in addition to exploring the question level analysis (QLA) we receive from KS2 SATs, allows us to identify the specific needs of our pupils, and tailor strategies appropriate to their needs. Please see below for allocation of funding for the current academic year.

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategy** | **Details** | **Rationale** | **Expected Impact** |
| **‘Bedrock’ Reading Intervention*** Purchase of appropriate and relevant materials to help facilitate intervention.
* Training of Learning Support Assistants (LSAs) to deliver the intervention.
* Incentivised attendance.
 | Identified pupils receive bespoke ‘Bedrock’ reading intervention delivered by English staff and support team. This will occur in addition to Reading+ support already being given to these pupils so as to enhance learning and understanding of vocabulary. | “Pupils struggle to learn other curricula if they do not develop sufficient reading skills by the middle of primary school.” DFE (2015) | To rapidly close the gap between pupils’ chronological age and reading age.To improve the accuracy of pupils’ written work with a specific focus on sentence and paragraph construction.To widen pupils’ tier 2 vocabulary. |
| **STEM Enrichment Opportunities*** Resource purchase and collation.
* Incentivised attendance
 | Maths department provide bespoke opportunities for identified pupils to attend numeracy-based enrichment opportunities that transfer theoretical maths to the real world. Focus is on ‘Problem Solving’ and creative outcomes. | Change the direction of policy from increasing interest to “developing capital” – real world application. | Increase attainment of pupils in Maths.Increased engagement and happiness of pupils in Maths. |
| **Reading & Maths additional intervention*** Peer-to-peer (Year 9 HPA pupils)
* PDC-focussed sessions for support
* Training of Learning Support Assistants (LSAs) to deliver the intervention.
 | Guided support offered by HPA Y9 pupils to those Y7 pupils needing numeracy catch-up. Programme is computer based and monitored by Maths staff and LSA support. |  | Increased attainment of focus group pupils. |
| **Parental Engagement**  | Engagement with parents at parental workshops to develop their own literacy and numeracy skills. Following this, there will also be strategies shared for parents in how to support their child’s learning at home. |  | Increased attainment of focus group pupils.Increased engagement of focus group parents. |
| **Outward Bound Weekend Course**  | Outdoor education designed to promote self-confidence, resilience and problem solving. There will also be additional Literacy and Numeracy support provided as part of the course. Outcomes have been designed specifically to build the resilience of these pupils who may well encounter difficulties with learning throughout secondary education. | Outdoor education provides young people with the attitudes, skills and behaviours they need to make positive changes in their lives. | Pupils are more confident. Pupils are able to solve problems in an appropriate manner and seek help when necessary. |