



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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.

Impact Review (May 2020)

As the strategy above outlines, money was spent on a variety of items designed to not only improve the attainment of pupils, but also their confidence and resilience when it came to Numeracy and Literacy. Some pupils in this focus group may encounter self-perceived difficulties with these skills throughout their secondary education and so our support was also designed to support with the longevity needed for problem solving.

Overall Pupil Attainment		
Pupil Progress in English (Sept -> May)	23/28	82%
Pupil Progress in Maths (Sept -> May)	13/28	46%

Reading Intervention		
Pupils who made progress in reading (specifically)	21/28	75%
Pupils who reached chronological reading age	10/28	36%

Numeracy Intervention		
Pupils who made academic progress in specific areas of intervention	11/28	39%
Pupils who cited increased confidence with problem solving	11/28	39%
Pupils who cited increased enjoyment with numerical problems	24/28	86%

As the data above indicates, the enrichment offering by our Maths team, targeted specifically at our group of Catch-Up pupils, was excellent at captivating the interest of pupils in real-world mathematical problems whilst also delivering key interventions at a skill-level. Pupils said that they enjoyed this opportunity as it “didn’t feel like school-work” and if the partial closures had not taken place, we hoped that this sense of enjoyment would have been built upon in the Summer Term. 46% of pupils had made general academic progress in Maths and if a final term of face-to-face teaching had taken place, it is hoped that this increased engagement from pupils would have further led to an increase in pupil attainment.

The programme of reading intervention that we supported pupils with was highly successful. This was a tiered approach encapsulating a number of intervention programmes: some led by specially trained staff, and others ran by more able KS4 pupils. As the data above indicates, not only did the vast proportion of pupils make reading progress, but a significant number had also reached their chronological reading age. If the programme had been able to continue, we are very confident that this support would have led to a further increase in the number of pupils to have reached this pivotal benchmark.

Anecdotally, pupils that attended the Outward Bound residential course developed their ability to seek appropriate support, work with others in a team and to embrace additional challenge. Unfortunately, due to the outbreak of Covid-19 and the partial closure of schools, it has proved difficult to tangibly measure the impact that this residential activity had on pupils’ attainment.

Implications for future Catch-Up Strategy at Dean Trust Rose Bridge

1. **Timely intervention.** Processes and procedures are now in place to begin the intervention programme sooner in the academic year. Staff understand what interventions will cover and which pupils would benefit.
2. **Continue intervention.** This cohort will continue to receive additional support throughout KS3.
3. **Primary Liaison.** In light of the Covid-19 outbreak, greater liaison is needed with our primary schools to help us identify the gaps in knowledge of our incoming cohort.
4. **Incentivised attendance.** For those intervention activities that took place outside of the normal school day, the pupils that attended made more academic progress than those who did not. In future years, attendance at such will be incentivised from the beginning of the academic year.
5. **Parental Engagement.** Parents need a greater influence in the increased development of their child's numeracy and literacy abilities. We are now able to provide a greater breadth of home learning resources to support, as well as adult-specific lessons to assist.