

Action Plan: Year 7 Catch-up Grant

What is the Catch-up Premium?

The English and mathematics Catch-up Premium was introduced in 2013. This funding's purpose is to help schools support pupils who have not reached Age Related Expectations at the end of Year 6 (Key Stage 2). The intention is to accelerate pupil progress during year 7 so that children are achieving in line with age related expectations as quickly as possible. Schools are responsible for deciding how this funding should be spent.

How is it going to be spent at Broadstone Middle School in 2017/2018?

During the academic year 2017-2018, Broadstone Middle School received £15,680 (each child receives £500) in funding for the 41 eligible pupils in Year 7.

Within the group of 41 eligible pupils, support was identified as being needed for the following groups:

- 33 pupils were in need of reading support only.
- 30 pupils were in need of maths support only.
- 22 pupils needed both reading and maths support.

As we only received our CUG funding towards the latter part of the year, the action plan will run into the 2018/2019 academic year.

Objective: To support the attainment of year 7 pupils to support their progression in English and maths

Action: Develop our understanding and approach to Speech and Language (SaLT) to support learning and progress across the curriculum through the ELKLAN project.

We believe the ELKLAN project is an effective use of our Catch Up Grant funding as it enables teachers to:

- Work more effectively with pupils with speech, language and communication difficulties.
- Be a specialist resource to the other members of staff in the school.
- Support the communication development of all pupils in the school environment across the curriculum and in the playground too!
- Know how to interpret SaLT reports and programmes which means they can be implemented more easily and effectively.
- Know how to modify their interactions which is of benefit to ALL pupils.
- Change the way they speak to pupils so they understand more of what is said.
- Encourage talking by using specific strategies such as modelling language which can be used anytime, anywhere!
- Know how to support a child with interaction difficulties
- Support a child with speech difficulties who has a speech therapy programme to follow.
- Be more confident in dealing with pupils with mild speaking and listening difficulties and know which need to be seen by the speech and language therapist.
- Be more confident in talking to parents about the child's speaking and listening skills.
- Share a common language with the SaLT service so reducing time needed to understand what is being asked of them and thus improving efficiency.

Research:

As a research centred school, it was important that the use of our CUG funding was invested in the most effective way to allow for the biggest impact upon student progress, learning and attainment. Communication has a strong position in the new Ofsted inspection framework, both in relation to teaching and learning and with a focus on those children who do not attain well. The following quotations support the importance of speech and language:

'...talk – at home, in school, among peers – is education at its most elemental and potent. It is the aspect of teaching which has arguably the greatest influence on learning.' Cambridge Primary Review, 2009

'A focus on talk in the classroom can significantly enhance the way all children respond to schooling, in all subjects.' A Generation A Drift,

'It is a skill which has to be taught, honed and nurtured. Yet... children's ability to communicate, to speak and understand [is] taken for granted' Bercow Report, 2008

Action	Cost	Impact
ELKLAN Speech and Language Programme-Staff CPD/Training. *Inclusive approach to SALT *Strategies to support the learning of all in the classroom *Focus upon memory techniques *Development of key vocabulary and understanding of curriculum links.	£6300	Will begin in September 2018 We expect to see an improvement in writing outcomes and progress across the curriculum. Teachers will have a greater understanding of communication friendly teaching and will have strategies to support all children. Lower attaining children will be taught memory techniques which will support with retrieval practice, the use of the knowledge organiser and the knowledge based curriculum in general.

Objective: To identify barriers to learning and support in closing the gap between those who did not meet expected standard and those who did.

Action: To ensure the Inclusion Team are able to effectively diagnosis potential barriers to learning and put in meaningful and impactful interventions in place.

Action	Cost	Impact
GL Assessment Software. *Ability to baseline children on entry and identify specific gaps.	£4000 (50% of total cost)	At the start of the academic year this allows us to baseline the students with a standardised test. This clearly highlights children



*Dyslexia and Dyscalculia screening tool (basic indicator)		who may need specific interventions or whom may need further testing.
LASS (8-11 and 11-15) Intervention programme focusing on: Visual memory, auditory memory, phonological processing and working memory.	£300	Supporting children with memory techniques and strategies to support processing. This is expected to have a positive impact across their learning.
Lexia and Reading Plus. Intervention programmes to support comprehension and inference skills. To be used before school to target children below ARE in Reading and Writing.	Lexia (renew in January) Reading Plus £500	Long standing intervention with proven impact. Will be used with key children.
LUCID/RAPID-Dyslexia screening and phonics decoder. *To be used with children who are highlighted through the GL assessments or through lack of progress/referral process.	£150	By having a deeper understanding of key children's difficulties with literacy, we are able to better target intervention in the classroom. This information will then form part of the Inclusion Register and give staff the information they need to effectively support children as part of QFT.
Percentage of SEN Lead salary. *Ability to coordinate LSA team and run key interventions. *Referral out for external support where appropriate.	£4000	Timetabled slots to focus upon children who are not progressing alongside their peers. Where QFT is not enough, specific interventions will be held to support individual children and small groups.