1. Summary information

School	Nottingham Free School				
Academic Year	2017/18	**Total catch-up budget**	£5624	**Date of most recent Yr 7 catch up Review**	November 2017
Total number of pupils	370	**Number of pupils identified by the school for Year 7 Catch-Up**	10	**Date for next internal review of this strategy**	March 2018

2. Barriers to future attainment (for pupils eligible for Year 7 Catch - up)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Gap in literacy ability for pupils who have not reached the expected standards in literacy increases as the students progress through school
B.	Gap in maths ability for pupils who have not reached the expected standards in mathematics increases as the students progress through school
External barriers *(issues which also require action outside school, such as low attendance rates)*	
C.	Lack of reading support outside of school Lack of support with homework/consolidation/memorisation tasks

3. Outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Improvement in reading ages so that all identified students meet their actual age or make at least two years progress	Pupils identified for year 7 catch-up support will meet their actual age for reading or make at least the pro-rata'd equivalent of two years progress.
B.	At least the same rates of progress as their counterparts in English	All pupils identified for year 7 catch-up support make at least the same progress in English by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced using progress data from PC1, PC2 and PC3
C.	At least the same rates of progress as their counterparts in mathematics	Pupils identified for year 7 catch-up support make at least the same progress by the end of the year than 'other' pupils so that at least 50% exceed FFT20 end of year targets and 100% meet these targets and other pupils still make at least the expected progress.
D.		

Planned expenditure						
Academic year	**2017/18**					
The three headings below enable schools to demonstrate how they are using the year 7 catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Quality of teaching for all						
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**	**Review and next steps**
A. Improvement in reading ages so that all identified students meet their actual age or make at least two years progress	Read, Write, Inc	Read Write Inc. Phonics (also known as Ruth Miskin Literacy or RML) is a comprehensive synthetic phonics programme that teaches reading, writing and spelling. This will support those identified for year 7 catch up funding	Read, Write, Inc. will be conducted during two lessons of English per week.	ABR	Each half term	Read, Write, Inc only just started later in the Spring term due to cover implications for TA support **English** – PC3 Next steps: Review curriculum for 8d and the lowest ability students

English – PC3

	Start	PC1 Above target	PC1 on target	PC1 below target
Between 96 & 99	3	2 (1 left)	-	-
95 or below	5	3	-	2

Next steps: Review curriculum for 8d and the lowest ability students

	Whole school reading strategy – DEAR, active reading	'On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.' – Sutton Trust Teacher Toolkit Reading is fundamental in enabling these students to 'catch-up' with their peers and in order for them to have a reading age which is at least their chronological age.	We will utilise QA practices within school to ensure that students are fully engaged with DEAR time and active reading strategies	ABR	Each half term	QA of DEAR positive Next steps: QA of active reading strategies as per TLC cycle
	Accelerated Reader	All year 7 & 8 students				

B & C At least the same rates of progress as their counterparts in English and mathematics	Altered curriculum	Two Spanish lessons a week will be used for an extra maths and English lesson. This gives the students extra time in the subjects that they need extra support with and underpin other subjects across the curriculum.	The extra lessons will be planned by the subject specific teaching staff. This also continues into year 8 to ensure consistent support beyond that which is funded.	ABR. RFA	At each progress check (termly)	English – PC3

English – PC3

	Start	PC1 Above target	PC1 on target	PC1 below target
Between 96 & 99	3	2 (1 left)	-	-
95 or below	5	3	-	2

Maths – PC3

	Start	PC1 Above target	PC1 on target	PC1 below target
Between 96 & 99	2	1	-	1
95 or below	3	1	-	2

Next steps: Continue to include in 1-1 intervention in tutor time

Total budgeted cost	£4000	

Targeted Support						
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**	**Review and next steps**
	Students identified as those scoring below 100 in all or any of the SATs tests.	National guidelines for identification have been removed. Most schools are using catch-up funding for those scoring below 95. However, we have extended this to all students below 100 as we do not have many in this category.		JBR, EHO	At each progress check (termly)	
A. Improvement in reading ages so that all identified students meet their actual age or make at least two years progress	Small group reading intervention for all those below 96	Improving reading ages enables better access to the whole curriculum.	ABR to QA reading intervention taken by RSP with this small group.	RSP, ABR	PC3	Out of 4 students, all improved their standardised score which shows they are making a greater rate of progress than expected. Next steps: Use peer reading buddies to support

B & C At least the same rates of progress as their counterparts in English and mathematics	Small group intervention in English and maths – 3 /4 times a week with TA support during tutor time Use of buddy pairs (with year 9) for 1-1 reading intervention	Current rates of progress with interventions need accelerating. More intensive and individual support is needed. Peer support with a 2 school-year age gap has been identified by the Sutton Trust as having the biggest impact on progress.	Will be implemented in March after PC2 analysis	EHO, ABR, RFA	Formally through CALs: PC3 - June	See above for tables showing progress against targets
Total budgeted cost					£ 2000	

Other approaches						
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**	**Review and next steps**
A. Improvement in reading ages so that all identified students meet their actual age or make at least two years progress	Letters to parents with information about reading ages.	Parents informed of their child's reading age, target and strategies to best support them.	ABR to lead	ABR	Parent voice feedback	Summer term Next steps: Introduce book bags for those with low reading age
B & C At least the same rates of progress as their counterparts in English and mathematics						
					Total budgeted cost	£ 50	