

Impact of 2015/16 Year Seven Catch-up funding (Red/Amber/Green means Not successful/Moderate/Successful)

Interv. Strand	Diagnosis/ Develop	Therapy	Possible Impact	Next Steps	Impact/ Success
Literacy – Whole School	Profile of reading needs.	Further Staff Training on Literacy to embed introduced literacy strategies – active reading strategies; group reading initiatives – reading buddies etc. PL session planned 06/01/16 'The Literate Learner'. Linked in with Lit focus group.	Staff confidence in teaching and troubleshooting literacy increased.(Improvement in RA). More overt literacy around school – focus in dept observations.	Currents stats - all year from Sarah Riley/Other staff + PP vs non PP.	Moderate. Staff not as trained as they could/should be on embedding and implementing strategies but Literacy more overt in several depts around school.
	Literacy across the curriculum.	Literacy focus group to develop and share good practice – Department representatives (meeting 1-2 per half term – 1 st meeting 25/11/15) + triads and feedback. Ensure command words and exam terminology are concrete in KS4 and much more accessible at KS3 and that literacy measures are used to impact on progress overall as well as allow students to understand the specific nature of dept writing style and how to both access and achieve through aide memoire (display in and out of class; dept specific writing scaffold (such as the 5 Ss) and allowed time to perfect during lessons.	Awareness of impact on students understanding – shared resources and strategies. Long answer question success rate and understanding of explicit department specific writing style(s) at KS3 and, over time into KS4 improves.	Literacy group meeting(s) run by RCS starting 25/11/15 and planning ahead for PL on 6/01/16. Review targets; identify key areas of writing focus and natural links. Work on triad resourcing and dept writing resources/ display/ work already happening.	Moderate. Art/Science and MFL all actively engaged in group with observations and follow up meetings/ developing strategies undertaken and successful but due to it not being a timetabled meeting that was scheduled in school calendar, attendance was variable and other departments' involvement/engagement was low or ambivalent.
	Independent reading.	Equip pupils with reading strategies to enable decoding of texts (through Literacy Group and using new GCSE scripts) To continue to maintain the profile of literacy across the school by working with heads of house to maintain this ethos. Tutor Activity Programme, beyond reading time, possibly using HoY activity space? Tutor time Reading books, maintenance of books, library support and staffing costs. FROM CATCH-UP BUDGET - £2000	To improve reading for comprehension and to continue to change the attitude towards reading through questioning and data. Increase in pupil confidence in engaging with weighty new curriculum texts. Increased RA. Confidence with range of texts.	RBR to produce PPTs and liaise with HoD, EZO and English staff. RCS to liaise with HoYs/NBT and plan.	Moderate. Tutor reading program more embedded and monitored/successful, but Literacy activities in tutor time limited (planned ahead to next year to resolve this) due to time constraints of timetable.
	Higher order thinking skills.	RBR and RGN to target focus groups using 'Let's Think' initiatives. PP and CLA focus.	Higher level thinking skills and reasoning.	RBR and other staff attend Let's Think. Share to dept in future CPD session – 3 hrs req (tbc).	Not successful. Other staff left school during Autumn term and program was not sustainable against timetable with one teacher which is unfortunate as it was impacting until that time.

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<u>Literacy – Whole School</u>	Reading conversations to improve in frequency and quality.	Reading posters in all classrooms to encourage reading conversations and raise profile of reading. Reading strategies on reverse will link with English literacy work.	Create reading conversations and raise the profile of the need to read. Practical application of reading strategies in lesson situations – make explicit.	RBR to produce reading posters and issue these for start of term. Other staff – film club link.	Moderate. Teacher reading posters used and displayed, and Reading for pleasure assemblies delivered to all years but consistency of display in class is still needed.
	To utilise pastoral reading time in Y9-11.	Punctuation/grammar schemes to be used in upper school (during some of the literacy session – possibly once a month). Raise pupil awareness of mark available for SPAG on all GCSE courses. In addition use reading sessions to read exam texts (AIC/OMAM etc) Spelling bee competition for same reason as above. Along similar lines to the numeracy challenges that Maths run. Linked to primary.	Reinforce basic skills - upper school. Pupils will benefit from the mixed ability grouping of tutors. Most able can secure knowledge by becoming lead learners. Will improve staff literacy ☺. Novel/play studies cut class time spent on this allowing for a greater focus on exam skills and analysis (rather than learning content). Raises profile of SPAG marks in exams. Engages pupils to learn new spellings and develop vocabulary. Accurate sp/use of subject specific terminology. Long answer question success rate at KS4 improves.	RCS to liaise with HoYs and plan. RBR has resources that can be adapted. Preparation of literacy PPTs. Subject specific Spelling lists/ common subject terminology – (RCS already done.) KMD involved in running/preparing. Help req. on Google Doc prep. Primary link req. – HBS	Moderate. Lack of time allocated and communication with HoYs/YLs meant a lack of focus on grammatical areas and basic skills but time used for backing up of English Literature reading (text based) had better effect and was more beneficial for students in y11.
	All staff to raise the profile of literacy and basic reading expectation.	World Book Day celebration – 3 March 2016 non-school uniform day (dress as book character). Reading bookmarks – 15 mins reading a day.	Encourage pupils to be proud of reading and talk about their achievements. Outline to parents the expectation of their child regarding literacy	All staff to promote reading. RBR to contact ALC regarding increased ePraise allowance for awarding points based on reading bookmarks. Postbox for bookmarks to be placed in library. RBR has printing -	Successful. Well organized by RBR and well publicized within and outside of school

				letter tbc. EZO to put World Book Day non uniform on calendar. RCS/RBR/KMD to publicise. Prizes for competitions – Jacqui Sexton literacy budget.	
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<u>Parental engagement</u>	Parental engagement and understanding their role in promoting and improving student Literacy	Themed Breakfast mornings to take place in Spring and Summer term (linked into reading buddies below) to encourage positive link with literacy and PP parents. FROM CATCH UP BUDGET - £500 Reading bookmarks – 15 mins reading a day. Letter to explain.	Promote reading to parents and encourage it as a shared activity. Cut the barriers to school that some parents may have. Identify weaknesses in parental literacy and offer future support.	EZO to contact NBT regards set up of this – best time of day/ frequency/ best way to approach this. Focus after Christmas for launch.	Not successful. Not pursued. More time needed to be spent on this next year as a focus in community.
		Saturday morning or A/S literacy evening for parents. Recommended reads list to be given out and reading strategies/advice	Outline reading expectations. Encourages parents to discuss issues and understand the terminology we teach with – in order to support their children. List encourages parents to support child in independent reading.	NBT/EZO regarding set-up. RCS to arrange staffing. KMD to produce/source recommended lists.	Not successful. Not pursued
		Offer evening courses through community link – Key Skills and English GCSE	Parent literacy encouraged to promote life chances and pupil engagement. Look at use of the Acorn Centre as an outreach and way to promote Literacy to parents for themselves and to better understand how to help their children with school work etc.	Budget (NBT) and to plan to use the Acorn Centre in the New Year to run an initial session to introduce and gauge opinion on what parents want and how to move forward. Use interim time to plan the nature of that session and how to pitch it. NBT – Anne Walters	Not successful. Acorn Centre link has been made and parental evening was organised but themed away from Literacy. Needs to be adapted and pursued next year either out of school time or as part of parents' evening.

				on Business Centre and adult Literacy course (future).		
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Progress	Under performing Y7, 8 and 9 PP students. SEN/PP literacy intervention for low-level readers.	Identify key groups – R and G population. Literacy intervention especially for Lower school to be more focused on basic key skills, since the lack of these allows the students to progress at a higher rate. Analysis and comprehension, vocabulary skills as well as sentence work. Review curriculum and coordinate (in English) Liaise with Primary schools on a transition program supporting LL readers, with staffing costs and resources. FROM CATCH UP FUND - £1000	Improve and focus Literacy provision in English and across the whole and assess the impact of current provision vs potential provision.	RCS/RBR to continue with data analysis. Liaise with Sue Cornell. RCS observing literacy intervention. Sharing of strategies.	Moderate. Communication with SCS and MKY by RCS and RBR all year to support underperforming students (esp. those in – intervention groups) and those whose barriers to learning. Provision for Literacy in other subjects better through observations and meetings (see above) but more needed for whole school impact.	
	Literacy levels in Y7 cohort at bottom end (ties in with PP students)	Liaise with SEN re literacy withdrawal pupils and current action plans. FROM CATCH UP FUND - £2000 staffing costs Devise common language framework and intervention schemes. Develop a joint MFL/English scheme to be delivered in lesson. FROM CATCH UP FUND - £200 Develop a joint MFL/English scheme to be delivered in lesson.	Progress. Confidence. Transferrable skills across languages. Improved basic grammar skills in English and MFL.	RBR to meet with EDS and ACS re: consolidation of basic languages literacy and common language (ongoing and planning for next year?)	Moderate. Plans in place and meetings held and way forward established and put into practice, but due to Y7 groupings and class sizes of 2016-17 cohort, intervention in this way will not be possible?	
		Increased spend for 7G3 and 7R3 on 'active' resourcing (sand boxes; kinaesthetic tools etc) to aid in assisting student engagement and skills building – FROM CATCH UP FUND – £2000.			RCS to liaise with other staff on possible resourcing.	Successful. Implemented in Summer 1 and benefits felt by students and EBR in terms of confidence and output as well as pride and presentation of work, observed by RCS.
		Specific trip(s) aimed at low level readers to encourage and engage with language and the use of words (Panto etc) – FROM CATCH UP FUND – £1000		Engage and encourage students' use of language and the increase RA over time through the experiences and input it offers.	RCS/RBR to meet and discuss further options for suitability of trips and plan ahead.	Not successful due to the time taken to MIDAS train RBR and implement library trip etc.

		Reading buddy breakfast scheme with yr10 mentors. Tuesday mornings with possible parental involvement– FROM CATCH UP FUND – £500	Parental involvement where appropriate and targeted support where applicable.	Link suitable Y10 students (see ACS for student council members) to suitable Y7 students and plan for starting	Moderate to not successful. Established and Y10 students trained, so in place, but effectiveness of communication and tutor ability to respond to requests/ support was poor. Some sessions run but not effective enough for long term impact.
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<u>Progress</u>	Literacy levels in Y7 cohort at bottom end (ties in with PP students)	As above: Author visits targeted at PP needs and abilities (starting with Y7 in Autumn 2 booked.	Engage and encourage students' use of language and the increase RA over time through the experiences and input it offers. Parental involvement where appropriate and targeted support where applicable.	KMD/RCS/RBR already planned and in place.	Success. Visits by Ali Sparkes and Andy Briggs both well received and attended by Y7 student whole cohort and smaller groups of PP students.
	Possible additional p6 session for PP students - dependent on other subject commitments Focused on vocabulary and reading. Starting early with Y10 – pizza initiatives.			Identify potential times and locations in school (KMD). Could merge with Y8/9 Premier stars intervention due to time/space and staffing constraints.	Success in establishing. Time identified and allocated for groups to take place.
	Use of eBooks through library (already set up as part of SLS membership) with access to low level eBook readers loaned by school and accessible from home for parental engagement. Book Buzz website initiative, cost and staffing. FROM CATCH UP FUND - £500			KMD has already set this up on the system. Next step is to look at how effectively it would and can be accessed from home and promote to parents through tutor/email home/advertising at parents' evening etc.	Moderate. Marketed and parental interest at all parents' evenings but minimal sign-up for scheme by parents outside of school.
				Link suitable Y10 students (see ACS for student council members) to suitable Y7 students and plan for starting.	

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<u>Student Engagement (independence and love of reading)</u>	Library only accessed by small groups of students. Limited use. After school focus due to short nature of breaks.	<p>Monthly quizzes</p> <p>Displays to promote World/National days.</p> <p>Publicise online library resources available.</p> <p>Reading bookmarks posted back into library</p> <p>Reading club (Y7 and 8) on Thursday and Friday. Guided reading style group with reading buddies (see above and below).</p> <p>Hampshire book awards.</p>	<p>Library borrowing records to show increase.</p> <p>Pupil awareness of national days/events. Wider literary knowledge. Increased use of resources to make pupils more aware of world events etc. Culture capital.</p> <p>Pupils associate library with positive praise.</p> <p>Encourage wider reading rather than specific genres which tends to be a problem transferred from primary.</p> <p>Questionnaires to prove uptake/effect. Voting on resources etc.</p>	<p>RBR to liaise with KMD. Ongoing.</p> <p>RBR to produce PPTs/resources for book days/national competitions events. Displays in library to celebrate successes. KBS/RBR/KMD</p> <p>RBR and KMD to run/publicise Nov onwards a/s Thursday & Friday. Pilot scheme- Booktrust resources.</p> <p>RBR to liaise with LBH regarding SHINE research skills project.</p> <p>RBR and KMD to prepare trip schedule/information and list of target pupils. Initially Y9 PP identified group.</p>	<p>Moderate. Library borrowing remains static, in part due to the renewed focus on tutor reading texts, but more must be done to publicise its use. World books day was well advertised and pupil response was good. More tutor competitions and involvement was put into place and where tutors engaged with things such as bookmarks and reading, these were successful in participation, but where they didn't, it was not.</p>
	G&T PP pupil recognition – research initiatives.	<p>Library visits – possibly Waterlooville library. Teach research skills and encourage independent reading.</p> <p>Encourage love of reading and promote strong links with local facilities to foster pupil confidence in using them. Sign pupils up to local library to encourage independent use.</p>	<p>Pupils learn independence and are valued. Possible writing project. Strong links with local area. Good press opportunity. Possible display opportunities</p> <p>Increase engagement with local libraries and pupil independence. Encourage love of reading.</p>		<p>Not successful. See above for details</p>
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PP pupils access to English (and wider) curriculum	Pupil premium pupils' revision needs.	<p>AIC trip (Y11/10)</p> <p>English revision guides for PP students (started at Parents' evening).</p> <p>As above: Additional p6 session for Y7 PP students - dependent on other subject commitments. TUTOR FUNDED FROM FROM CATCH UP FUND – £1000 Focussed on vocabulary and reading. Starting early with Y10 – pizza initiatives.</p>	<p>Increased engagement with Literature exam. Greater understanding of the play and context.</p> <p>Embed need for basic skills early in exam years.</p>	<p>RBR to source coach quotes and liaise with EZO and RCS re bookings. Awaiting funding approval.</p> <p>RCS to advise on numbers and pathways.</p> <p>RCS - Staffing to be discussed.</p>	<p>Moderate. AIC trip/interest and participation was good and trip was successful. Revision guide cost preclusive to supply but look into again next year. Additional p6 sessions through PL stars and reading club implemented but attendance and behavior variable, as well as support from HoYs and YLs in promoting.</p>
	PP low reading age pupil library links and book access.	<p>As previous for G&T pupils and SHINE project. Waterloo library.</p> <p>Premier League Reading Stars 8-9.</p> <p>A/S sessions p6 (Wed).</p>	<p>As previous</p> <p>Increase reading ability and confidence. Embed p6 expectation.</p>	<p>RCS/RBR to staff/registration done/get resources and to contact Pastoral with register and parent letter.</p> <p>RCS to identify pupils based on RA from LS. Parents to be contacted.</p> <p>KMD/RCS to organise. Ongoing.</p>	<p>Moderate. See above.</p>
	Y7 PP RA concerns.	<p>As above: Reading buddy breakfast scheme with Y10 mentors. Tuesday mornings with possible parental involvement (To be planned) – FROM CATCH UP FUND – £500.</p> <p>As above: Author visits targeted at PP needs and abilities (starting with Y7 in Autumn 2 – booked – FROM CATCH-UP FUND – cost £603.50) and possible other visits after Christmas.</p>	<p>Increased lesson focus and engagement. Promotes positive relationships across year groups. RA increase in targeted students. Y10 student responsibility.</p> <p>Increased engagement. Positive outlook to literacy.</p> <p>Wider experience of language in use and the positive nature of being engaged in the visit and activities of an external visitor.</p>	<p>KMD/RCS/RBR already planned and in place.</p>	<p>Moderate. See above</p>

+ Contribution to extra lesson per week as part of GOLD curriculum for Year 7 £5000

Total £11,103

Y7 Catch up Funding 2015/16 = £9000