

Greenford High School Catch-Up Funding 2019/2020

1. Summary information					
School	Greenford High School				
Academic Year	2019/20	Total Catch-Up budget	£22,923	Date of most recent PP Review	N/A
Total number of pupils	301	Number of pupils eligible for catch-up	73	Date for next internal review of this strategy	Mar20

2. Impact of intervention 2018-2019		
Average progress in reading over the year (whole cohort)	1yr 1month	
Average progress in reading for those with a reading age below their chronological age at the start of year 7 (whole cohort)	2yr 5months	
Average progress for those in additional literacy lessons (HumiLi) (cohort of 26)	2years 1 month	Impressively, one student improved their RA of 6/7 to a RA of 12/9 in one year: 5 years and 2 months. 46% have made at least 2 years progress in one year.
Average progress for those in further literacy lessons (Reading Lab) (cohort 16)	2 years 7months	44% of the cohort made good progress Significantly, the cohort is made up of males and therefore the intervention is supporting their low reading ability.
<ul style="list-style-type: none"> We continue to have success with the Accelerated Reader programme – designated reading lessons once a week. Students achieve the targets set by teachers and STAR reports show the significant improvement of our weaker students. Reading lab lessons continue to show great success as students track their progress and improve on their accuracy through testing in each lesson. Only when they achieve 100% success do they move to the next level. All students make progress in these lessons. Reading 2x15 min structured reading with member of staff offered successful one-to-one support to ensure that some of our weakest students were consistently getting the opportunity to read with an adult. Staff followed the 'catch-up' reading programme. Colleagues tested students throughout to reading comprehension was improving – with reduced budget, both members of staff were on timetable 2 days a week. Friday intervention day provided an intensive programme to 14 students who were reading below their chronological age for six weeks. Speed reading test at the start of the programme was repeated at the end, showing all students improved their reading progress speed. Whole School reading lead developed a reading group with a small group of students. WMS facilitated two coffee mornings with parents on how to help engage and help their child's reading. WMS made frequent communication with parents. The success with this group was overwhelming – both with anecdotal and significant improvement in their students' reading ages. 		

The Whole School Numeracy Lead continued to work on two initiatives within Maths (Timetable Rockstars with year 7 and Numeracy Ninjas with year 8) that track and monitor the improved acquisition of core skills, for example, times tables.

3. Barriers to future attainment

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Reading skills: phonics, fluency
B.	Lack of numeracy skills preventing students from being able to progress at the average rate.
C.	Lack of support across the school – or enough differentiation in lessons
D.	Lack of reading engagement
E.	Lack of basic numeracy skills prevents students from making good progress in KS3

External barriers *(issues which also require action outside school, such as low attendance rates)*

G.	Lack of parental engagement at home with reading/numeracy – students needs regular opportunities to read a range of texts both in and out of school.
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4. Desired outcomes *(desired outcomes and how they will be measured)*

Success criteria

A.	To develop a strong reading culture where students engage with a range of texts independently during a reading lesson once a week, using the Accelerated Reading programme.	<ul style="list-style-type: none"> • Book Looks and lesson observations in English demonstrate that students are making progress in their literacy.
B.	Our aim is for all students to reach their chronological reading age or above by the end of year 8 so that they can fully access the wider curriculum and achieve academic success.	<ul style="list-style-type: none"> • Data from Accelerated Reader Reading Tests will demonstrate how the gap between reading age and chronological age is narrowed. Students tested twice annually.
C.	To work with students on a one-to-one basis in order to raise attainment and ensure no student is left behind.	<ul style="list-style-type: none"> • Data from reading tests at the end of each term will help to track progress with students. • Tracking from mentors will help to track progression
D.	Set up a Reading mentor programme	<ul style="list-style-type: none"> • Year 12 students to mentor year 8 students currently reading under their chronological age. • Parents will be invited to attend the training session in order to support their reading at home.

E.	On-to-one Tuition	<ul style="list-style-type: none"> Support staff to work intensively with students on a on-to-one basis after school in order to help them progress in their reading ability and 'catch-up'.
F.	Improved basic numeracy skills to ensure all students continue to make progress.	<ul style="list-style-type: none"> Continue with two initiatives within Maths (Timetable Rockstars with year 7 and Numeracy Ninjas with year 8) that track and monitor the acquisition of core skills, for example, times tables. Evidence from both have been overwhelmingly positive and therefore the cost of the resources on these initiatives has been valuable to learning and raising achievement.

5. Planned expenditure

Academic year	2019/20	
	How the funds are distributed	Total Cost
Accelerated Reader	<ul style="list-style-type: none"> Subscription and which accommodates larger cohort of students Reprographics Training materials 	£6,955.20
Reading tests	<ul style="list-style-type: none"> Seats for students to take the test 	£1,500
HumiLi intervention	<ul style="list-style-type: none"> Resources Reprographics Staff training 	£732.51
Reading Lab	<ul style="list-style-type: none"> Resources Reprographics 	£509.35
Reading intervention	<ul style="list-style-type: none"> Resources Reprographics Staff training Coffee morning for parents External training required for students/parents One-to-one tuition* – greatest cost but most effective in ensuring students make progress 	£1,330 £1701.43*
Numeracy intervention	<ul style="list-style-type: none"> Resources Reprographics 	£194.51

total spent over academic year

£22,923

