

Greenford High School Catch-Up Funding 2020/2021

1. Summary information					
School	Greenford High School				
Academic Year	2020/2021	Total Catch-Up budget	£23,004	Date of most recent PP Review	N/A
Total number of pupils	301	Number of pupils eligible for catch-up	87	Date for next internal review of this strategy	Mar21

2. Impact of progress 2019 – 2020		
Average progress in reading over the year (whole cohort)	16 months	
Average progress in reading for those with a reading age below their chronological age at the start of year 7 (whole cohort)	24 months	49% of students who came to GHS with a reading age of 10 or below made at least 15 months progress in their reading over the year with 35% making at least 3 years progress over the year.
Average progress in our lower English sets	22 months	All classes showed positive progress in their reading ages over the year. 28% of these students are reading at least 3 months above their chronological reading age.
<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. The reading buddy programme, a continuation off the success of the previous year, showed positive progress through both reading ages and anecdotal evidence gathered through questionnaires. Parents praised the opportunity to attend a training session to support their child and the attendance in the afterschool session where consistently 90%. RE-design of Literacy curriculum where all students are reading under their chronological age showed success in focusing on improve core literacy skills: spelling, writing and reading. 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. The KS3 students developed a positive relationship with their assigned 6th formers who used positive encouragement in one-to-one reading. Ongoing success is seen with the he Accelerated reader programme and additional purchase of MyOn allowed students to continue testing at the start of lockdown and access a range of books. A significant proportion of students accessed the online catalogue which is targeted for weaker readers. 		
<p>Whole School Numeracy Lead however worked on two initiatives within Maths (Timetable Rockstars with year 7 and Numeracy Ninjas with year 8). The success of the intervention occurs within lessons and the resources are highly differentiated throughout the year, as well as providing set 4 students with homework booklets where they have targeted times tables to perfect each week. Classroom teachers deliver these interventions, tracking and monitoring the acquisition of core skills, to achieve success.</p>		

3. Barriers to future attainment		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
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 (<i>issues which also require action outside school, such as low attendance rates</i>)		
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.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	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. • Use of ex-students to help provide one-to-one mentoring/reading with students. • Tracking of students progress and interventions used to ensure student progress.
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.	Withdrawal of students from Humanities – approx. 30 – (Geography and History) to improve their literacy – reading/ writing, including spelling while still maintaining a broad curriculum.	<ul style="list-style-type: none"> • Delivery of broad curriculum in-line with the History/Geography department where students will low literacy can access the curriculum. Small groups with more opportunity for one-to-one engagement. • Routine focus on spelling, reading and writing to help break down material for students to access.
D.	Withdrawal of students (max 15) from Language to engage with a further reading intervention to help improve their literacy.	<ul style="list-style-type: none"> • Use of reading lab to develop reading skills. Opportunity for teachers to work with students on areas of concern: phonics, vocabulary, fluency. • some opportunities to use tested strategies: Ruth Miskin/Lexia to improve phonics.

E.	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
F.	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.
G.	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'.
H.	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		2020/21	
	How the funds are distributed	Total Cost	
Accelerated Reader A reading intervention for students in year 7, 8 and lower set year 9.	<ul style="list-style-type: none"> Subscription and which accommodates larger cohort of students /training materials/webinars Ex-students to be hired as reading mentors MyOn – an ebook platform that is part of Renaissance. Students can quiz remotely and links to the AR profile. Training and webinars are also included. 	£3,450	
Reading tests	<ul style="list-style-type: none"> Seats for students to take the test 	£3,129.2	
Literacy membership	<ul style="list-style-type: none"> MyOn – an ebook platform that is part of Renaissance. Students can quiz remotely and links to the AR profile. Training and webinars are also included. 	£2,000	
HumiLi intervention	<ul style="list-style-type: none"> Access to material for small reading groups/interventions Virtual conference 	£1,500	
	<ul style="list-style-type: none"> Resources (incl. handwriting pens) Reprographics Staff training 	£100	£50
		£255.80	

Reading Intervention – curriculum	<ul style="list-style-type: none"> • Resources • Reprographics • Ruth Miskin training • Phonics resources • Lexia* <p>* 3 year subscription</p>	<p>£300</p> <p>£640</p> <p>£1,252.60</p> <p>£4620*</p>
Reading intervention – extra curricular	<ul style="list-style-type: none"> • External training required for students/parents/resources • One-to-one tuition** /resources– greatest cost but most effective in ensuring students make progress. • Use of new programmes: Century learning (English, Maths, Science) that diagnoses students’ needs and tailors a programme to aid progress. 	<p>£1, 327.60</p> <p>£824.84</p> <p>£5,569.45</p>
Numeracy intervention	<ul style="list-style-type: none"> • Resources / Reprographics 	<p>£194.51</p>
total spent over academic year		£23,004

