

## Catch-up funding strategy statement (secondary)

1. Summary information		
School	Springwell Community College	
Academic Year	2017/18	Total CUF budget £14500
Total number of pupils	805	Number of pupils eligible for CUF 29

2. Current attainment	
	Pupils eligible for CUF (your school)
Average secondary ready En/Ma score	85.8/87.5
Reading age on entry	8.18
Progress 8 score average	-0.83 Maths -0.15 English
Attainment 8 score average	0.44 Maths 0.87 English

### 3. Barriers to future attainment (for pupils eligible for PP)

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

A.	<b>Low levels of literacy on entry.</b> The table below shows difference between our CUF and non-CUF students in terms of the two KS2 English measures. The gap is greatest in the reading measure.			
	<b>Category</b>	<b>Non-CUF</b>	<b>CUF</b>	<b>Gap</b>
	KS2 GPVS Scaled Score Key Stage 2 Validated Result	107.2	91	16.2

	<b>KS2 Reading Scaled Score Key Stage 2 Validated Result</b>	105.7	85.8	19.9
<b>B.</b>	<b>Low levels of numeracy on entry.</b> Our students who are part of the CUF group have an average KS2 maths score of 87.5 compared to those not in the CUF group who have an average maths score of 106.0. This represents a significant gap of 18.5 points.			
	<b>Category</b>	<b>Non-CUF</b>	<b>CUF</b>	<b>Gap</b>
	<b>KS2 Maths Scaled Score Key Stage 2 Validated Result</b>	106.0	87.5	18.5
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )				
<b>C.</b>	<b>Low aspirations of some students</b> – “... has a workforce with a relatively low level of skills compared with the UK as a whole” ... “... has a smaller proportion of residents employed in higher skilled occupations when compared with the national average”. (Portrait of the East Midlands By Jen Beaumont, Office for National Statistics)			
<b>D.</b>	<b>High deprivation figures</b> for the local area. Deprivation index: 0.22 National; 0.26 Springwell. This puts Springwell in the fourth highest quintile. This is a barrier to learning as these students do not have the conditions at home that are conducive to studying. Many do not have the materials or space at home to complete homework and not all have internet access.			
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )			Success criteria	
<b>A.</b>	Levels of literacy improve for this cohort		<ol style="list-style-type: none"> <li>1. The gap between their reading age and their chronological age narrows</li> <li>2. The progress score for CUF students is positive</li> </ol>	
<b>B.</b>	Levels of numeracy improve for this cohort		<ol style="list-style-type: none"> <li>1. The progress score for CUF students is positive</li> </ol>	

5. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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?
Improved literacy/numeracy scores	MFL remove group - Freshstart	Reducing class size appears to result in around 3 months additional progress for pupils, on average. (EEF teaching and learning toolkit) Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	The reading ages and maths test scores of these students will be closely monitored. The standard of teaching and learning in these lessons will be monitored through the college's teaching and learning quality assurance programme. Another group will run in the other half of the year who will follow our normal English and maths intervention programme.	LSN/ NAM/ MLI	Three times per year during the college's assessment points.

Improved literacy scores	Inclusion in the Lexia and Accelerated Reader schemes	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. (EEF teaching and learning toolkit)	The reading ages of these students will be closely monitored. The standard of teaching and learning in these lessons will be monitored through the college's teaching and learning quality assurance programme.	LSN	Three times per year during the college's assessment points.
<b>Total budgeted cost</b>					£7500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved literacy/numeracy scores	English and maths intervention groups	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind. (EEF teaching and learning toolkit)	The pre and post-test scores of these students will be closely monitored. The standard of teaching and learning in these lessons will be monitored through the college's teaching and learning quality assurance programme.	JNA	After each intervention block

Improved literacy scores	Reading buddy scheme	Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress. (EEF teaching and learning toolkit)	The buddies are chosen carefully after being spoken to by their SPL. The sessions are then monitored by the Y7 and Y10 SPLs. Members of SLT often drop in to these sessions. The reading ages of those students taking part are monitored at each assessment point.	LSN/ RMC/ MWA	
<b>Total budgeted cost</b>					£7000

6. Review of expenditure				
<b>Previous Academic Year</b>		2016/17		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria?	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improved literacy/numeracy scores	MFL remove group	CUF students who were part of the MFL remove group made better progress than other students. The maths progress scores for members of the MFL remove group are on average 0.2 grades better. The gap between reading age and chronological gap has closed by 2 months.	This approach is having an impact and will continue next year. The same approach will be used by English and maths teachers. English teachers will continue to concentrate on SPAG and extra Lexia/AR usage. Maths teachers will continue to concentrate on basic numeracy skills – the four operations and proportionality.	£7250
Improved literacy scores	Inclusion in the Lexia and Accelerated Reader schemes	CUF students following the AR programme closed the gap between their reading and chronological age by 2 months (3 outliers removed).	Both schemes are becoming embedded with our KS3 students. Our FL for English is making sure that Lexia lessons all have a teacher led element to them and that the teacher is actively monitoring students when they are working. These lessons are included in the PDI cycle to give them as higher profile as a normal English lesson. Another lesson learned is that our very weakest English students need a teacher led phonics programme – hence the introduction of Freshstart with one group of Y7 CUF students next year.	£7250

	<b>Total budgeted cost</b> £14500
--	-----------------------------------

