



## Leigh Academy Blackheath

### Year 7 Catch-up funding strategy statement 2019-2020

Summary information					
Academy	Leigh Academy Blackheath				
Academic year	2019-2020	Total catch up budget	£10,647	Date of most recent review	Oct 2020
Total number of students	180	KS2 PA	101	Date of next internal review of this strategy	-

Current attainment - intake 2019		
No of students on entry below secondary ready in English - reading	18	10%
No of students on entry below secondary ready in Maths	7	3.9%
No of students with RA below chronological age	74	41%
Barriers to future attainment (for students not secondary ready)		
In academy barriers ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
A	Pre-existent gaps in knowledge, skills or understanding in English	



B	Pre-existent gaps in knowledge, skills or understanding in Maths	
C	Lag in progress due to gaps in English and Maths	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D	Low levels of support/ unable to support literacy numeracy at home	
<b>Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A	English gaps addressed	Improvement in areas for development identified in KS2 assessment - outcomes from in class and module assessments
B	Maths gaps addressed	Improvement in areas for development identified in KS2 assessment - outcomes from in class and module assessments
C	Progress gaps addressed	All students identified as not secondary ready making at least expected progress in English and Maths
D	Improved parental/ carer support	Attendance at key events, fewer sanctions for incomplete or missed homework

<b>Planned expenditure</b>			
Academic year	2019-2020	Amount	
The three headings below enable schools to demonstrate how they are using the Catch-up premium to improve classroom pedagogy, provide targeted			



support and support whole academy strategies.					
Quality teaching for all					
Desired outcome	Chosen action/ approach	Evidence and the rationale of choice	How will you ensure it is implemented well?	Staff lead	Date of review
<b>B/ C</b> - Whole school numeracy strategy, consistent use of mathematical approaches	Weekly subject workshops focusing on pedagogical approaches in line with maths mastery teaching  Supported by DOI	Ensure consistency across all class in quality of teaching and learning, homework and expectations	Regular learning walks/drop ins  Team Teaching	DDY	October 2020 High homework engagement and engagement with Hegarty maths over lockdown period (school won award in recognition of this). 7744 hours spent on HM during the 2019-2020 academic year  Subject meetings provided excellent CPD rather than just AOB items
<b>A/ C</b> - Whole school literacy strategy, consistent marking approach	Each lesson begins with at least 5 minutes silent reading, meaning our students read for a minimum of 30 minutes in-school each	Relatively short periods at the start of each lesson is an effective means of building habits of reading amongst all, whilst also	Weekly monitoring of myOn Reader (a personalized literacy platform that offers access to thousands of enhanced digital books	DMN	October, 2020 - Students in year 7 and 8 last year engaged with our e-library for almost 2000 hours, completing 3355 e-

	<p>day. Additionally, students are expected to read for 30 minutes each evening, as part of their homework.</p> <p>Staff routinely correct poor literacy (as per the marking symbols on the front cover of each exercise book), asking pupils to practice misspellings, and to redraft and refine poorly-formed sentences;</p> <p>Staff are trained in vocabulary instruction, and provide explicit instruction of carefully chosen tier 2 and tier 3 words each module.</p>	<p>ensuring high quantities of exposure to the written word.</p> <p>Effective feedback is specific, accurate and clear, and provides actionable guidance on how to improve. Low levels of vocabulary set limits on literacy, understanding, and accessing the curriculum. Explicit teaching of well-chosen tier 2 and tier 3 terminology - with an emphasis on etymology and morphology - allows students to access a broad range of word families.</p> <p>Each of the chosen actions constitute a simple, sustainable and thus consistent approach to improving</p>	<p>matched to students' interests and current reading age) to identify time spent reading;</p> <p>Weekly monitoring of AR quizzes; students are expected to read a book, and pass an AR quiz on this - by achieving 85% or higher - each fortnight;</p> <p>Star Reading assessments are conducted each second module (this provides an online assessment of students' reading age, and how this has changed over time), followed by interventions where appropriate.</p> <p>Weekly CPD, book scrutinies and lesson observations develop, monitor and evaluate literacy marking and</p>		<p>books (almost 10 per student) in the process.</p> <p>In the 4 months between our initial round of reading tests (November '19) and those conducted prior to lockdown, year 7 students advanced their reading age on average by 8 months; year 8, by 6.</p>
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		students' literacy and students' reading age.	vocabulary instruction.		
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Targeted support					
Desired outcome	Chosen action/ approach	Evidence and the rationale of choice	How will you ensure it is implemented well?	Staff lead	Date of review
<b>A/ C-</b> Small group intervention	<p>One-to-one reading comprehension interventions which use an LSA who reads aloud with the child, corrects any mistakes and asks questions to promote an understanding of the text.</p> <p>Bi-weekly extra-curricular interventions with English teachers to increase the frequency of students' reading, alongside their reading comprehension.</p>	<p>Reading interventions have a positive effect on pupils' attitudes towards reading. They also reduce the anxiety which accompanies being asked to read aloud amongst peers.</p> <p>These interventions allow teachers to spend longer on knowledge gaps; something that would not always be possible or appropriate in a whole-class setting.</p>	<p>Star Reading assessments are conducted each module for students identified as needing targeted support.</p> <p>Regular parental contact to ensure reading is taking place at home, as per the school's homework policy.</p> <p>Departmental CPD, book scrutinies and co-planning of intervention used to monitor and evaluate approach.</p>	DMN	October, 2020 - Those students who were selected to partake in the one-to-one reading comprehension interventions saw their reading age increase by, on average, 9 months between November and March. This meant their percentile score increased, on average, by 10 points, moving the majority of participants from the bottom quartile, nationally, to the third quartile.

		They also increase students' confidence, and thus motivation towards the study of English and learning in general.			
<b>B/ C</b> - Small group intervention	Small group intervention with maths teachers	Intervention based on identified gaps from module 2 assessment	Regular feedback in subject meetings	DDY/CHR	Oct 2020 Only ran for 2 weeks before lockdown
	1:1 intervention with LSA's (Power of 2)	Identifies personal gaps in basic skills and students able to work through at own pace.	Feedback from LSA's Session observations Student voice	DDY and RGA	Oct 2020 Students at different points of the intervention and 2 students have completed.
<b>D</b> - Increased parental engagement	Parents of targeted students notified of the reading age of their child relative to their chronological age, along with strategies which can be used at home to support progress.	Providing parents and carers with key, accessible information relating to their child's reading age, along with practical strategies regarding how to support has been shown to accelerate	Parents and carers of targeted students to be notified at least 3x per academic year; where progress is not accelerated, meetings with all stakeholders (tutors, parents and carers, student) to be	College leads - DMN, ENL and CLS	Oct 2020

	Daily reading reports for targeted students who are not reading sufficiently (as judged by time spent on MyOn or number of AR quizzes completed) to be signed by parents.	progress. Consistently holding students to account from a range of stakeholders encourages habit-formation.	held to discuss strategies, targets and dates for review.		
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Other approaches					
Desired outcome	Chosen action/ approach	Evidence and the rationale of choice	How will you ensure it is implemented well?	Staff lead	Date of review
B/C - Promotion of maths for fun	Engagement in Greenwich Maths Festival as part of 'Maths Week' June 2020	Experiences of practical maths and potential STEM careers	Trip organised according to academy policy Student Voice	ENE/CHR	Oct 2020 Festival not held due to lockdown
	Participation in local and national SUMDOG challenges (game based learning)	All students able to participate regardless of ability	Celebration of student successes- daily winners and overall winners.	DDY/CHR/ENE	Oct 2020 Competitions ran during lockdown with high engagement. Promoted by tutors



<p>A/C - Promotion of reading for pleasure</p>	<p>Reading club (where students are exposed to texts from the ELH, with teacher support).</p> <p>World Book Day - students attended school dressed as a beloved literary character; a books-based raffle and 'book swap' was enjoyed.</p> <p>LAB Literary festival (a week-long festival devoted to learning about different forms of writing: featuring workshops by children's authors, journalists, bloggers and illustrators; this included poetry recitals, spelling bees and writing competitions) and accompanying celebration evening, where students and parents/ guardians</p>	<p>Reading for pleasure increases breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge.</p> <p>Using eBooks to improve reading skills, alongside playing online quizzes and games to aid learning increases reading enjoyment and frequency of independent reading.</p>	<p>Activities and workshops delivered by highly-respected specialists in their field.</p> <p>Student and staff voice used to identify strengths and areas of improvement.</p> <p>Will continue to harness the enthusiasm of parents to ensure the culture of reading developed by the school extends into the home.</p> <p>Will continue to equip staff with the skills and knowledge they need to teach children to be accomplished and keen readers.</p>	<p>DMN/ MCJ</p>	<p>Oct 2020 - on March 5th, we raised hundreds of pounds for UNESCO, a charity which promotes the enjoyment of books and reading, particularly amongst children living in countries with relatively low literacy rates. In addition to this, we also had Muhammad Khan, a local author, who lives in South London speak to our year 7 cohort about the creative process.</p> <p>Nearly a dozen published authors, poets and journalists contributed to our academy-wide, virtual literary festival; average engagement was above 75%, despite this taking place in the tenth week of lockdown, with over 30 students winning</p>
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	gathered to celebrate students' showcasing of their literary skills.				prizes for their creative contributions.
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