

1. Summary information					
<b>School</b>	Nottingham Free School				
<b>Academic Year</b>	2019-20	<b>Total catch-up budget</b>	£6194	<b>Date of most recent Yr 7 catch up Review</b>	September 2019
<b>Total number of pupils</b>	546	<b>Number of pupils identified by the school for Year 7 Catch-Up</b>	13	<b>Date for next internal review of this strategy</b>	March 2020

2. Barriers to future attainment (for pupils eligible for Year 7 Catch - up)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Gap in literacy ability for pupils who have not reached the expected standards in literacy increases as the students progress through school
<b>B.</b>	Gap in maths ability for pupils who have not reached the expected standards in mathematics increases as the students progress through school
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Lack of reading support outside of school Lack of support with homework/consolidation/memorisation tasks

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improvement in reading ages so that all identified students meet their actual age or make at least two years progress	Pupils identified for year 7 catch-up support will meet their actual age for reading or make at least the pro-rata'd equivalent of two years progress.
<b>B.</b>	At least the same rates of progress as their counterparts in English	All pupils identified for year 7 catch-up support make at least the same progress in English by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced using progress data from PC1, PC2 and PC3
<b>C.</b>	At least the same rates of progress as their counterparts in mathematics	Pupils identified for year 7 catch-up support make at least the same progress by the end of the year than 'other' pupils so that at least 50% exceed FFT20 end of year targets and 100% meet these targets and other pupils still make at least the expected progress.

Planned expenditure						
Academic year	2019-20					
The three headings below enable schools to demonstrate how they are using the year 7 catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.						
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?	Review and <b>next steps</b>
A. Improvement in reading ages so that all identified students meet their actual age or make at least two years progress	Small group reading intervention for all those below 95	Improving reading ages enables better access to the whole curriculum.	ABR to QA reading intervention by staff with these small groups.	ABR	PC1	
	Whole school reading strategies – DEAR and active reading	<p>'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.' – Sutton Trust Teacher Toolkit</p> <p>Reading is fundamental in enabling these students to 'catch-up' with their peers and in order for them to have a reading age which is at least their chronological age.</p>	We will utilise QA practices within school to ensure that students are fully engaged with DEAR time and active reading strategies	ABR	Each half term	

	Accelerated Reader	All year 7 & 8 students	STAR reading tests ensure students are reading correct levels of books.	ABR	Each half term	
<b>B &amp; C</b> At least the same rates of progress as their counterparts in English and mathematics	Altered curriculum	<p>All students below a SATs score of 95 in either maths or English will take part in a nurture group. English and maths lessons will be completed outside the classroom to ensure maximum progress.</p> <p>Two Spanish lessons a week will be used for an extra maths and English lesson. This gives the students extra time in the subjects that they need extra support with and underpin other subjects across the curriculum.</p>	<p>Nurture group lessons will be planned and taught by a dedicated specialist teacher.</p> <p>The extra lessons will be planned by the subject specific teaching staff. This also continues into year 8 to ensure consistent support beyond that which is funded.</p>	<p>CSM, JHA Curriculum monitored by ABR, RFA</p> <p>ABR. RFA</p>	<p>At each progress check (termly)</p> <p>At each progress check (termly)</p>	
<b>Total budgeted cost</b>					£5000	

Targeted Support						
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?	Review and next steps
	Students identified as those scoring below 95 in all or any of the SATs tests.	National guidelines for identification have been removed. Most schools are using catch-up funding for those scoring below 95.		RFA	At each progress check (termly)	
<b>A.</b> Improvement in reading ages so that all identified students meet their actual age or make at least two years progress	Small group reading intervention for all those below 96	Improving reading ages enables better access to the whole curriculum.	ABR to QA reading intervention by staff with these small groups.	ABR	At each progress check (termly )in line with cohort. As well as at individual	
<b>B &amp; C</b> At least the same rates of progress as their counterparts in English and mathematics	Altered curriculum	All students below a SATs score of 95 in either maths or English will take part in a nurture group. English and maths lessons will be completed outside the classroom to ensure maximum progress.	Nurture group lessons will be planned and taught by a dedicated specialist teacher.	CSM, JHA Curriculum monitored by ABR, RFA	At each progress check (termly)	
<b>Total budgeted cost</b>					£ 1000	

Other approaches						
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?	Review and <b>next steps</b>
A. Improvement in reading ages so that all identified students meet their actual age or make at least two years progress	Letters to parents with information about reading ages.	Parents informed of their child's reading age, target and strategies to best support them.	ABR to lead	ABR	Parent voice feedback after implementation	
<b>B &amp; C</b> At least the same rates of progress as their counterparts in English and mathematics						
<b>Total budgeted cost</b>					£ 194	