



Student Catch Up Strategy Document 2017/18

The catch up funding is provided to schools to maximise progress of pupils who are deemed to have not made enough progress in numeracy and literacy in primary school.

At Kirkby High School, our primary aim is to bridge the progress gap of our pupils and other children nationally. Our expectation is to provide excellent teaching for all of our students as well as providing a variety of opportunities for students to grow and mature.

Barriers to Progress

- Low levels of literacy on entry. A high percentage of students entering school with below age related literacy and oracy skills.
- Low levels of numeracy.

Desired Outcomes of our Strategy

1. Continuous and sustained improvement in literacy and oracy skills for students who arrive with very low and low levels of literacy, allowing access to a broad and balanced curriculum.
2. Continuous and sustained improvement in numeracy skills for students who arrive with very low and low levels of numeracy, allowing access to a broad and balanced curriculum.
3. A rapid rate of progress for pupils who are classed as low on entry.



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|---------------------------------|---------|---|-------|
| Academic Year | 2017/18 | Total catch up budget (2017/18) | 16482 |
| Total number of students | 853 | Number of students eligible for PP | NA |

| Action Plan to Achieve Desired Outcomes | | | | |
|---|---|--|-------------------------------|-------------|
| Desired Outcome | Action | Success Criteria | Responsible/ Monitored | Cost |
| 1. Continuous and sustained improvement in literacy and oracy skills for students who arrive with very low and low levels of literacy, allowing access to a broad and balanced curriculum. 2. A rapid rate of progress for pupils who are classed as low on entry. | <ul style="list-style-type: none"> • Provide funding for small group intervention on reading for pupils with a reading level of below 9.5 • Provide resources for phonics intervention • Provide resources for spelling specific intervention for small groups | <ul style="list-style-type: none"> • Reading ages increase more than one chronological year in one year. (<i>reading age testing twice a year</i>) | KH, SC, CH | 6982 |
| 1. Continuous and sustained improvement in literacy and oracy skills for students who | <ul style="list-style-type: none"> • Provide weighted funding for dyslexia screening • Provide weighted funding for cognitive ability testing | <ul style="list-style-type: none"> • Identification of specific learning needs will allow directed intervention and PPP to be put in place to enhance progress(6 week | KH,SC,CH | 2500 |



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| arrive with very low and low levels of literacy, | | | | |
| 1. Continuous and sustained improvement in numeracy skills for students who arrive with very low and low levels of numeracy, allowing access to a broad and balanced curriculum. | <ul style="list-style-type: none"> • Provide funding for small group intervention for pupils with very low numeracy levels • Provide resources for numeracy intervention • Provide funding for numeracy testing. | Numeracy ages increase more than one chronological year in one year. (<i>numeracy age testing twice a year</i>) | KH,AM | 7000 |
| | | | Total cost | 16482 |