

# Catch up money strategy statement: Rugby Free School

<b>School</b>	Rugby Free School	<b>Total catch up budget</b>	£4,422
<b>Academic Year</b>	2019/20	<b>Date for next internal review of this strategy</b>	Sep 18

## 1. Barriers to future attainment identified

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

<b>A.</b>	Low levels of literacy identified through KS2 question level analysis and 75% EAL
<b>B.</b>	Low Levels of numeracy identified through KS2 question level analysis

## 1. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<ul style="list-style-type: none"> <li>Improve rates of progress in Literacy</li> </ul>	All students in year 7 and 8 will achieve at least an Alps Grade 4 in all literacy based subjects
<b>B.</b>	<ul style="list-style-type: none"> <li>Improve rates of progress in Maths</li> </ul>	All students in year 7 and 8 will achieve at least an Alps Grade 4 in Maths

## 1. Planned catch up money expenditure

**Academic year**                      **2019/2020**

### i. Quality of teaching for all

<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>
A. To provide a Key Stage 3 curriculum which provides students with the opportunity to address specific gaps identified	Review all KS3 SOL and ensure gaps identified by the question level analysis at Key Stage 2 are addressed in Year 7. This year it includes making inferences and reading in	Research from the EEF has shown that reading comprehension strategies such as inferring the meaning from context, summarising or identifying key points, using graphical or semantic organisers	This will be monitored by the Literacy coordinator and the SENCo  This Key Stage 3 SOL will be quality assured by the Assistant	SM EG	Jan 2020

<p>in KS2 data and standardised reading test</p>	<p>context.</p> <p>Expand the screening process for all students in Year 7 in order to identify students with additional needs such as EAL support and Dyslexia and put in place targeted intervention</p> <p>Provide targeted students with an additional one to one session once per week</p>	<p>and developing questioning strategies can improve progress of learners by 5 months</p>	<p>Head for Curriculum and Assessment.</p> <p>Learning walks and work sampling will also assess the effectiveness of the SOL in closing the knowledge gaps.</p>		
<p>A.</p> <p>A greater focus on question interpretation and problem solving to support the new GCSE specification requirement</p>	<p>Put in place CPD for problem solving and inference to support the teaching of context based questions in Maths</p>	<p>Provide DoLs with time to work together and with their teams to identify strategies to supports students ability to problem solve and interpret questions from Year 7 onwards</p> <p>Evidence shows QFT is the most important factor and more effective than intervention.</p>	<p>The Assistant Head for Teaching and learning and CPD will conduct work scrutinies and learning walks with a focus on question interpretation and problem solving.</p>	<p>VR</p>	<p>Mar 2020</p>
<p>B.</p> <p>Redesign the KS3 SOL to support specific KS2 gaps (geometry and algebra)</p>	<p>Redesign SOL to provide opportunities for students to improve in both algebra and geometry in Year 7 and 8</p>	<p>Identifying the individual needs of the students on entry to Rugby Free will enable all teachers to select appropriate quality first teaching strategies to support students learning.</p>	<p>The Head of Maths will quality assure the SOL and conduct learning walks to check for consistency and the impact on learning. Year 7 and 8 student progress data will also be analysed</p>	<p>SE</p>	<p>Jan 2020</p>
<p>B.</p> <p>Realign SOL in both Science and Maths to support the teaching of mathematical concepts</p>	<p>Ensure SOL are designed together to provide opportunities for students to improve in both algebra and geometry in Year 7 and 8 in both Science and Maths</p>	<p>Research from the EEF on Collaborative learning has shown that when students are set tasks in which they work together in a small enough group to all participate on a collaborative task with different aspects progress of learners can improve by 5 months</p>	<p>The Head of will quality assure the SOL and conduct learning walks to check for consistency and the impact on learning. Year 7 and 8 student progress data will also be analysed</p>	<p>SE/GS</p>	<p>Jan 2020</p>

