



St Edward's
Church of England
Academy

Numeracy and Literacy Catch Up Strategy

Date of Review: September 2017

RECOGNISE • ENCOURAGE • STRIVE • PREPARE • EMPATHISE • CHRISTIAN • TEAMWORK



The Vision for Education within a Church of England Academy

There are fundamental reasons, rooted in the Bible, which have motivated centuries of Christian involvement in schooling in this country and around the world. The God of all creation is concerned with everything related to education.

There is a fresh articulation of the Church of England's vision for education as we meet the challenges and take the opportunities offered by the present situation. It is not simply for Church schools but, recognising the Church of England's involvement in education over many centuries, seeks to promote educational excellence everywhere, for everyone. In Church schools like St Edward's Church of England Academy, the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos. The Church's vision for education can be expressed and promoted as one of human flourishing that inspires what the school is and does.

The vision is deeply Christian, with the promise by Jesus of 'life in all its fullness' at its heart. This vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but set them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

- Wisdom
- Hope
- Community
- Dignity

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.



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St Edward Church of England Academy Ethos and Values

St Edward's Church of England Academy has a clear ethos and values that underpin all that it does which are based upon the teachings of Jesus Christ.

Our ethos and values are encompassed in the word **RESPECT**.

Each letter within this word hold further meaning and are central to what we believe our Academy and the community it serves stand for and strive to live out in as we fulfil the Academy motto:

'Learn for Life'

- **R**ecognise and **E**ncourage - everyone's potential, individual skills and talents
- **S**trive to be the best we can be
- **P**repare for the challenges of life
- **E**mpathise - promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust
- **C**hristian – a community where we learn from the teachings of Jesus so that we can contribute to the family of St Edward's and beyond
- **T**eamwork – an environment where we work together so we can all achieve our potential



1. Summary information					
School	St Edward's Church of England Academy				
Academic Year	2017-2018	Total PP budget	£ 147,345	Date of most recent PP Review	TBA
Total number of pupils	752	Number of pupils eligible for PP	130	Date for next internal review of this strategy	October 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school) Year 6 (2016/17)</i>	<i>All pupils (national average 2016/17))</i>
% achieving in reading, writing and maths	15% (39% nationally)	61%
Average Scaled Score in Reading	103	104
Progress score in Reading	-3.46	N/A
Progress score in Writing	-3.05	N/A
Average Scaled Score in Maths	104.2	104
Progress score in Maths	-2.07	N/A

3. Barriers to future attainment	
In-school barriers	
1	Reading ages being below and in some cases significantly below their chronological age.
2	Low aspirations / low learner self-regard/ Emotional difficulties
3	Lack of resources in maths – particularly equipment to promote new approaches to maths
4	Attainment in reading writing and maths of more able, disadvantaged learners
5	Engagement of identified pupils at lunchtimes/after school clubs



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External barriers	
6	Lower attendance rates
7	Limited access to a wide range of life experiences due to limited social mobility



Planned expenditure					
Academic year	2017 2018				
Barrier to Learning	Chosen action / approach	What is the evidence and rationale for this choice?	Intended outcomes and action Monitoring	Staff Lead	Cost
Reading ages being below and in some cases significantly below their chronological age. Attainment in reading writing and maths of more able, disadvantaged learners	Enough copies of First News newspaper purchased to allow every KS3 pupil to read a copy a week.	First News is the most popular young person's publication and is of high interest regarding the latest world news. News stories are of quality and particularly boy-friendly; something that disadvantaged pupils would not necessarily have access to.	KS3 pupils more engaged in reading different material and reading age increases. Rota through the week allowing every KS3 pupil to read a newspaper.	RJ	£1538
Attainment in reading, writing and maths of more able, disadvantaged learners	Investment of www.spag.com	Pupils gain and revise grammar terminology through online quizzes making it fun and interactive.	Pupils understanding, knowledge and application of grammar in their writing is improved; therefore, their overall grade and progress increases.	RJ	£395
Reading ages being below and in some cases significantly below their chronological age.	Investment in KS3 Reading reading texts for in class / school library	KS3 contemporary texts that appeal to the age group, but are appropriate for their reading age.	Pupils reading ability improves and confidence increased alongside a 'love for literature'. New texts are being taken out of the school's library.	LP	£500
Reading ages being below and in some cases significantly below their chronological age. Attainment in reading writing and maths of more able, disadvantaged learners	Better Reading Partnership Training	This course has proven success in raising the reading ability of pupils in a 10 week programme. TAs would be trained up to deliver this programme to those pupils who are significantly below their age in reading.	Teaching Assistants trained 10 week intensive programme introduced Pupils reading ages and performance in comprehension measured to show progress and impact.	VC	£2000* <small>*Depending on other schools involvement</small>



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