



Catching up with Catch Up Conference

11th July 2014 - NCVO, Regent's Wharf, London N1 9RL

Mission: *'To address the problem of underachievement that has its roots in literacy and numeracy difficulties'*



INVESTOR IN PEOPLE

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National
Training Awards

Catching up with Catch Up Conference

Welcome and introduction

Julie Lawes
Catch Up Director

Catching up with Catch Up

Aims of the conference

- To celebrate Catch Up success
- To provide an 'update'
- To give an overview of next steps:
2014 onwards

Conference Outline

- Catch Up update
 - The 'big picture': England, Wales and beyond.....
- Catch Up Numeracy in action
 - Education Endowment Foundation (EEF) research project
 - Case study: Janet Duke Primary School

Catching up with Catch Up

Conference Outline

- Catch Up Literacy in action:
 - Education Endowment Foundation (EEF) research project
 - Case study: Callington Community College (Academy Trust)
- Celebrating Success! Catch Up Excellence Awards
- Next steps 2015-2019

Catching up with Catch Up



Mission:

‘To address the problem of underachievement that has its roots in literacy and numeracy difficulties’

Catching up with Catch Up

Catch Up Literacy

Catch Up Numeracy

- Structured one-to-one interventions for struggling readers and for learners who struggle with numeracy
- Centred on 15 minute sessions delivered twice a week, targeted to the needs of the individual
- Grounded in rigorous academic research and shown to be effective in schools (and other settings)
- Realistic, practical and inexpensive

Catching up with Catch Up

Catch Up is a not-for-profit charity that:

- offers integrated training and resource packages to support the management and delivery of the Catch Up interventions
- provides ongoing support, through the Catch Up Community, for those who deliver the Catch Up interventions to struggling learners
- undertakes research into the development and enhancement of the Catch Up interventions, and into extending the support it provides to struggling learners

Catching up with Catch Up



The ‘big picture’

Catch Up Action Plan

Review 2010 – 2014

Catch Up Action Plan 2010-2014

KEY STRATEGIC AIMS:

- Develop and consolidate work in England, Wales, Scotland, ROI, Australia and the Cayman Islands, *prioritising the work in England* (2013 addition)
- Extend the use and impact of the Catch Up interventions:
 - in 'other settings'
 - by increasing 'other deliverers'
 - by 'extending the use of complementary resources'

How?

STRATEGIC OBJECTIVES:

- Interventions, training and support
- Finance
- Communications
- Organisation
- Research



WITHIN AND OUTSIDE THE UK

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England and Wales

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England and Wales

Since 2010, we have seen a changing context in both England and Wales. The key changes have been:

- Targeted funding to reduce the impact of poverty on attainment (the Pupil Premium in England and the Pupil Deprivation Grant in Wales)
- Increased emphasis on evidence about interventions which are effective in supporting the achievement of disadvantaged children

England and Wales

- Diminishing role of LAs in England
- 22 Welsh LAs organised into 4 consortia
- The rapid increase in the number of academies and Multi-Academy Trusts (MATs)
- Don't appear to be any providers currently offering quick 'light touch' interventions similar to Catch Up

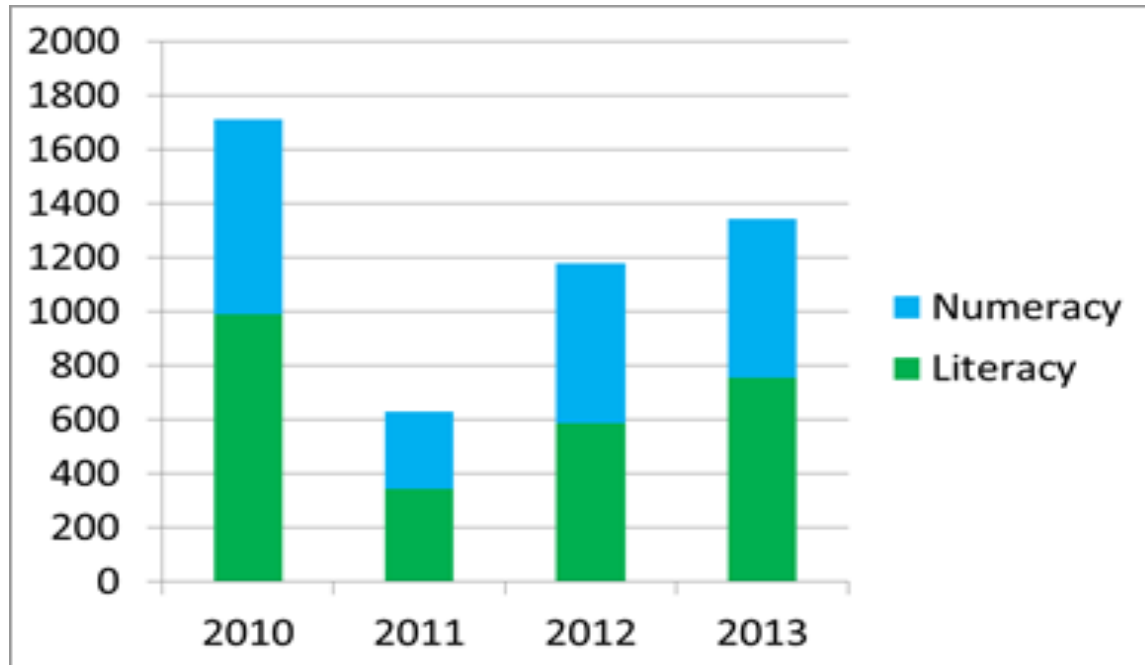
England and Wales

Number of Trainees 2010 – June 2014

- Most of our training has been delivered to teachers and teaching assistants in England and Wales
- We have trained 10,256 staff (approximately one third teachers and two thirds teaching assistants)

Review 2010-2014

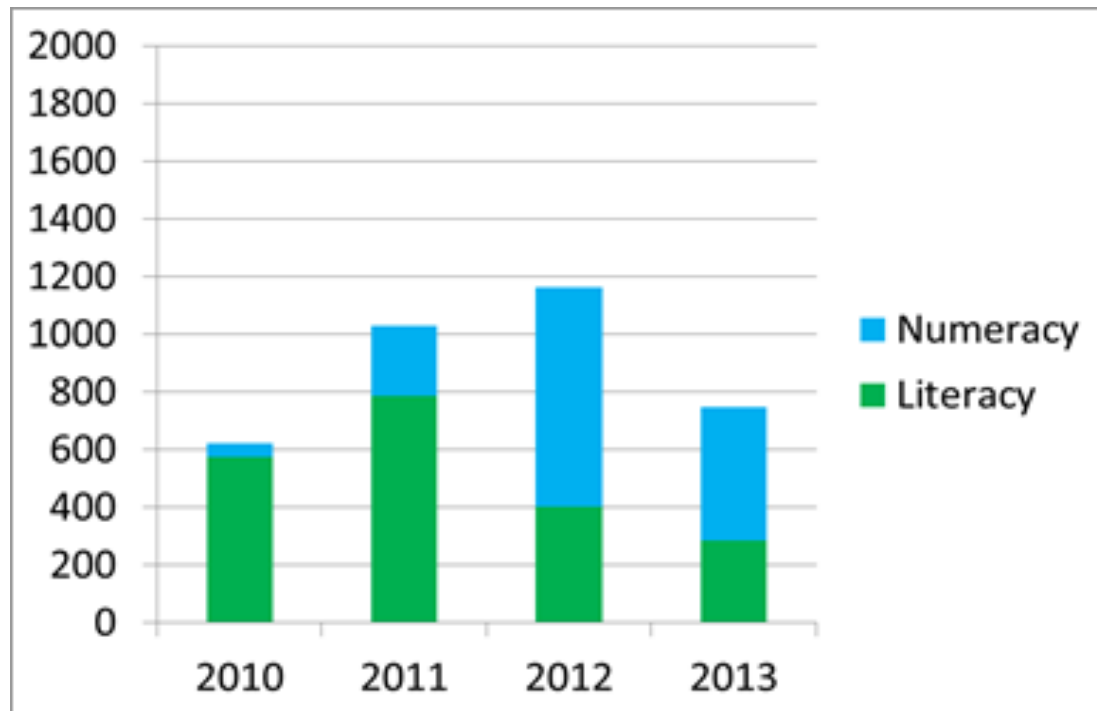
England and Wales



Catch Up trainees – total England

Review 2010-2014

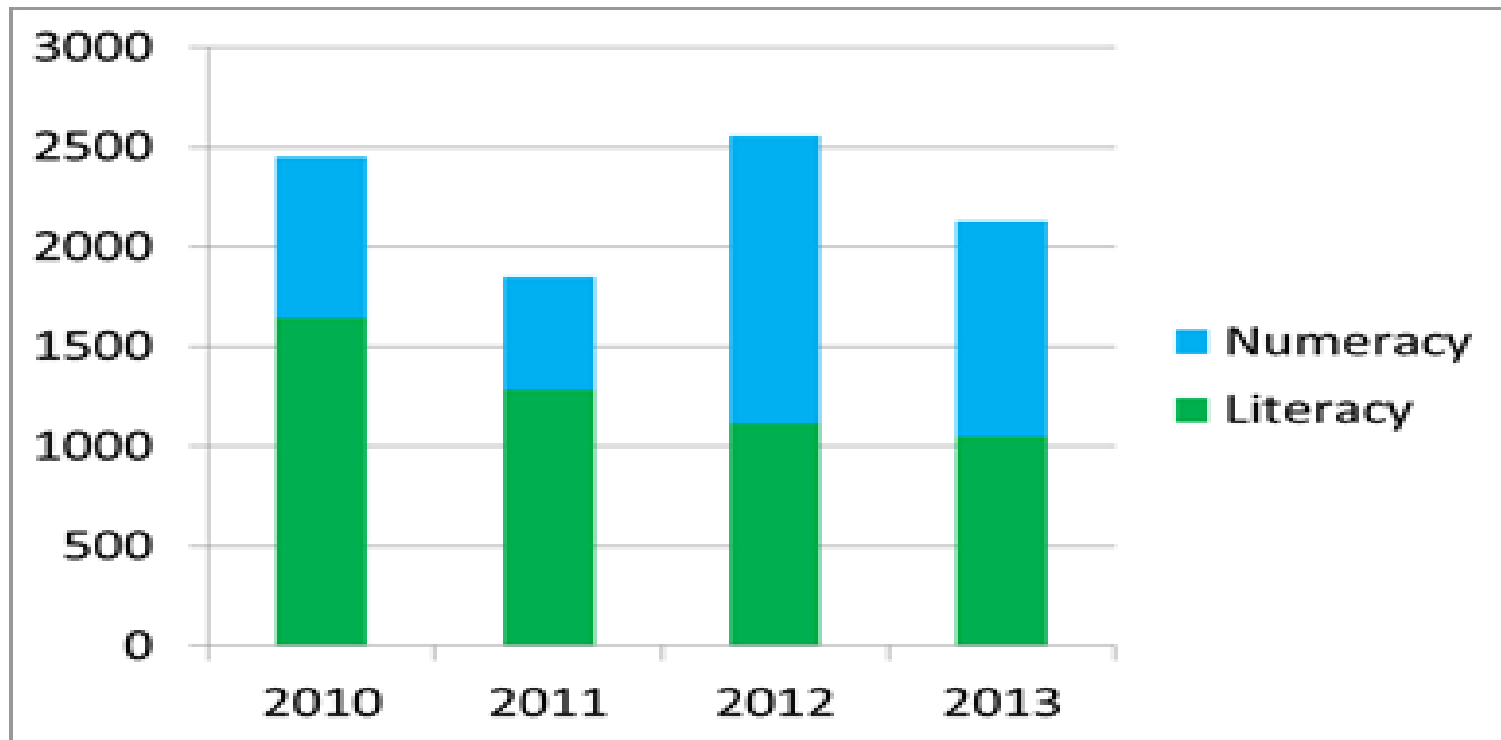
England and Wales



Catch Up trainees – total **Wales**

Review 2010-2014

England and Wales



Catch Up trainees – total England and Wales

Review 2010-2014

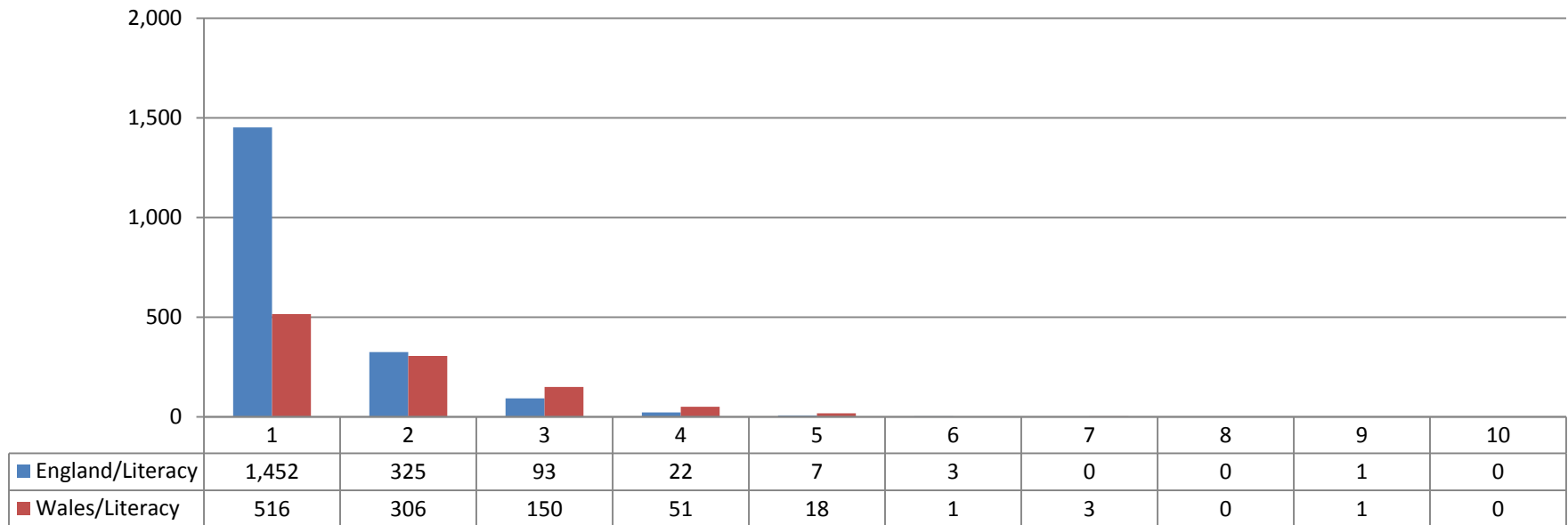
England and Wales

We are nowhere near “market saturation”.

- Trained staff in about 10% of schools in England and at least 70% in Wales
- Repeat demand for new training at some existing Catch Up schools
 - England, 24% organisations repeat training in Catch Up Literacy and 11% in Catch Up Numeracy
 - Wales - 51% and 27% respectively

England and Wales

Number of Training Courses per Organisation



Review 2010-2014

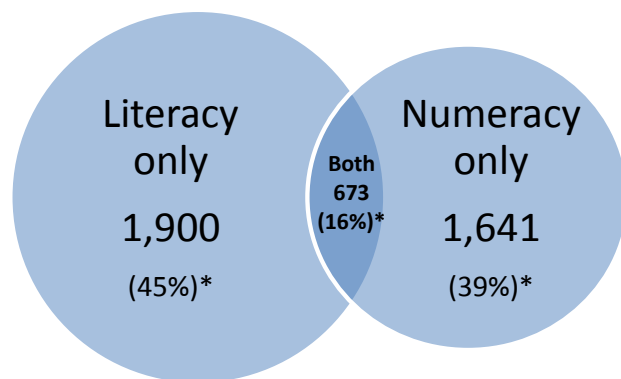
England and Wales

- 16% of schools with Catch Up training in England (23% of schools in Wales) have had training in both interventions

England and Wales

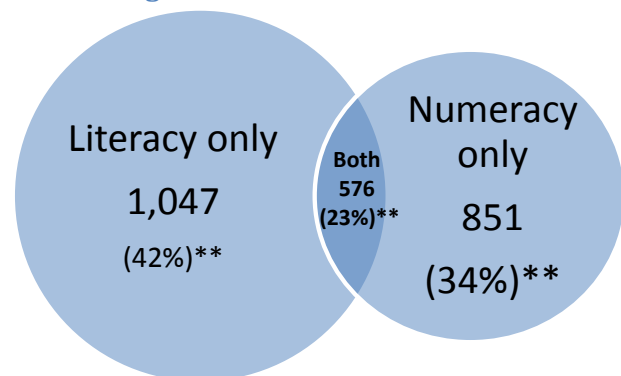
How many organisations have trained in both interventions?

England - Training



*Percentage of combined total (4214) for England

Wales - Training



** Percentage of combined total (2474) for Wales

England and Wales

- Trainees in the first 6 months of 2014 – up 6% on the equivalent period of 2013



Outside

England and Wales

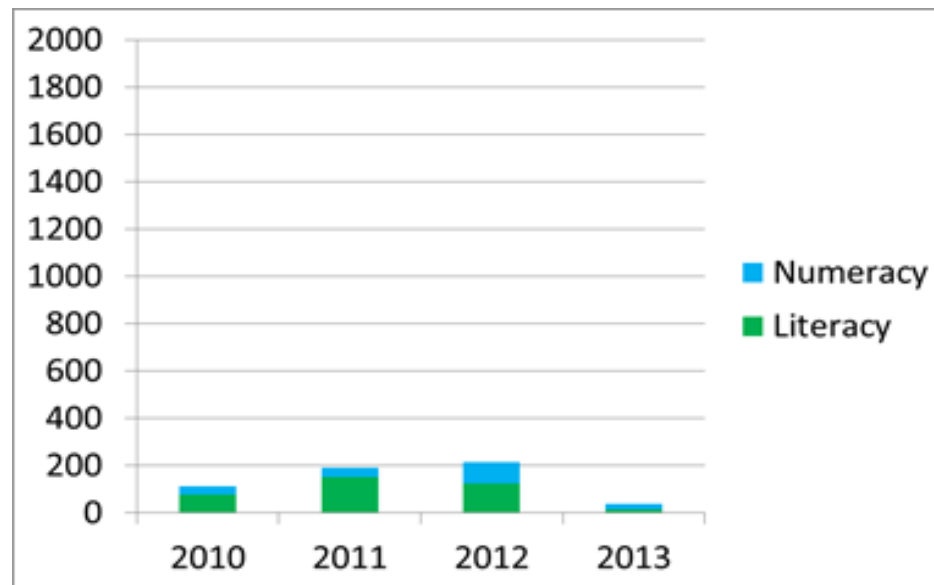
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Outside England and Wales

Taken opportunities as they have arisen, without investing significant time.

Review 2010-2014

Outside England and Wales



Catch Up trainees – outside England and Wales

Review 2010-2014

Outside England and Wales

Scotland:

- Education system has different features; we have carried out some small scale pilot work with Catch Up Numeracy
- Receive occasional interest for both literacy and/or numeracy without any direct marketing from Catch Up

Outside England and Wales

Republic of Ireland:

- Approached in 2010 by a Senior Education Adviser, which has led to three years of training (nearly 400 trainees)

Outside England and Wales

Northern Ireland:

- Several enquiries in 2014, resulting in 3 courses (70 trainees)
- Targeted grant funding from the NI Government and also word of mouth from ROI

Outside England and Wales

Cayman Islands:

- As a result of grant funding from the Webster Foundation, 45 teacher aides trained, leading to significantly increased reading abilities for the more than 100 children. Led to strategic use of digital games and volunteers.

Outside England and Wales

British/International schools:

- Interest and/or training in a few British/International schools: Uganda (2012, 2013), Bratislava (2011), Amsterdam (2014), Chicago (2014)

Outside England and Wales

Australia:

- One of our most experienced trainers (Tracy Riley) decided to emigrate to Australia
- Based on pilot work which had already taken place, we felt there was sufficient potential to encourage us to set up a separate company, Catch Up Ltd, in 2011

Outside England and Wales

Australia:

- First two years have been slower than we hoped
- Optimistic about the future as the context is changing
- Focus on addressing the disparity between rich and poor students and student 'loadings'

Review 2010-2014

Achievements

Established States:

NSW & TAS

New States:

VIC & SA

Future States:

ALL



Review 2010-2014

Australia – video clip



OTHER SETTINGS AND OTHER DELIVERERS

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Other 'settings' and 'deliverers'

Successful piloting with:

- Looked After Children
- Special schools, Pupil Referral Units (PRUs)
- Gypsy, Roma and Traveller children (Paul Hamlyn Foundation funded Lancashire Gypsy, Roma and Traveller Achievement Service (GRTAS), Catch Up Literacy Pilot Project)
- Delivery by a range of supporting adults; parents and carers, library staff, volunteers, sixth formers

Review 2010-2014



THE BIG PICTURE!!!!!!

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Trainees

Grand total?

**More than
20,000!!!**

Review 2010-2014

How many learners have
been helped?

.....over half a million
struggling learners

helped over the last 13 years!!

Review 2010-2014

How?

STRATEGIC OBJECTIVES:

- Interventions, training and support
- Finance
- Communications
- Organisation
- Research

Review 2010-2014



INTERVENTIONS TRAINING PACKAGES LIFETIME SUPPORT ADDITIONAL RESOURCES

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Interventions

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Interventions

The structure of the Catch Up interventions unchanged, with the key features being:

- One-to-one interventions
- Based on rigorous research and are easy to manage, deliver and sustain
- They involve 15-minute individual sessions delivered twice a week
- Only available through the integrated training and resource package

Interventions

- Continue to monitor for significant curriculum changes in England and Wales
- Maximise the interrelationship with Catch Up interventions
- Adapting online materials and training messages where appropriate



Integrated training package

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Integrated training package

The structure of the training package unchanged and includes:

- Free information session
 - 3 half-days 'Delivering Catch Up' training
 - 1 hour 'Managing Catch Up'
 - Half-day 'Review and Next Steps'
-
- All the guidance and proformas necessary to deliver and manage the intervention

Integrated training package

- Gateway Qualifications (formally OCN) accreditation
- Qualifications and Credit Framework (QCF) accreditation, national recognition
- Just over half of teaching assistants submit for accreditation

Review 2010-2014

Integrated training package

Content/delivery developments include:

- In 2013 – extensions to the package
 - Catch Up digital games credits
 - Opportunity to submit for the Catch Up Excellence Awards

Review 2010-2014

Integrated training package

Piloting of:

- Online delivery of some parts of the training package
- Extended 'Exit strategy'

Review 2010-2014



Lifetime support

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Lifetime support

Catch Up provides lifetime support to everyone involved in the delivery of the interventions.

Trainees become part of the Catch Up Community as soon as they start the training

Lifetime support

- Telephone and email support
- Website offers password-protected Community pages
- Monthly Catch Up Community email newsletter
- Two yearly 'Catching up with Catch Up' conferences



Additional resources

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Additional resources

In 2014, leaflets for parents and carers have been upgraded:

- 3 new Literacy leaflets (replacing the original 12)
- 3 new Numeracy leaflets
- A letter and brochure for schools to send to parents/carers explaining Catch Up

Additional resources

- Digital Games have been extended and upgraded
- Shift from providing these as 'standalone alternatives' to being supplementary to the intervention packages



COMMUNICATIONS AND MARKETING

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Communications and marketing

The plan takes into account the current context:

- English Local Authorities continue to have diminishing role in education —————→ Direct to schools marketing
- Welsh Local Authorities are moving towards a consortium working model
- Targeted Pupil Funding/Pupil Premium is available for schools and is a school inspection focus —————→ Messaging around effective use and demonstrating impact
- Increase in academies, multi academy trusts and school clusters —————→ New communication targets
- Technological advances and increase of usage —————→ New website and database

Review 2010-2014

Communications and marketing

Yearly marketing plan to reach our strategic goals:

- To increase the number of schools who know about and use Catch Up
 - Maximise number of trainees on each course
- To increase our support for schools that are currently using Catch Up
- To continue to raise the profile of Catch Up in the wider academic, political and research communities

Review 2010-2014

AWARENESS

All schools/others

Website
Google
Direct mail
Email advertising
Publisher inserts
Exhibitions

CONVERSION

Over 2000
Leads

Brochure mailings
Email newsletters
Website information
Helping struggling
learners blog
Twitter

Over 400 webinar
sign ups

Training campaigns
L/N1s
Monthly L/N1 webinar

RETENTION

Deliverers

Automated emails
Email newsletters
Twitter
Website trainee areas
Conferences
Excellence Awards

Review 2010-2014

Communications and marketing

New website, booking system and database:

- Data capture and automated campaigns
- Training booking system for joiners
- Improved marketing pages
- Increased case study, news and blog content
- Personalised areas for trainees, coordinators, CUATs, administrators, trustees, marketing

Due to launch early next term!

Review 2010-2014



FINANCE

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Finance

- Our financial position has improved greatly over the last 4½ years
- Moved from negative to positive reserves
- Achieving our reserve policy target

Finance

Income:

- Sales of training and resources
- Enhanced training package extension
- Generous donations
- Growing track record has resulted in grants for research and development from a range of charities (much of which is restricted)

Finance

Costs:

- Stringent spending and lower production costs
- More cost-effective infrastructure
- Repaid loans for development work

Finance

Improved position will help us:

- Plan and develop with confidence
- Further achieve our mission statement

Review 2010-2014



ORGANISATION

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Staffing

- Office staffing has increased from 5 (2010) to 8 in 2014
- In 2013, we appointed Julia Dance on a two-year half-time contract to the role of Head of Marketing and Communications (funded by the Charles Dunstone Charitable Trust)

Catch Up Accredited Trainers (CUATs)

- All of our trainers go through an extensive 'Training the Trainer' programme
- Training Programme accredited by Gateway Qualifications (previously known as OCN) and QCF
- All trainers have achieved Catch Up Accredited Trainer status!

Catch Up Accredited Trainers (CUATs)

- Since 2012, we have also developed the use of trainers in consultancy roles, recognising their knowledge, expertise and commitment

Outsourcing

- Since 2010, we've tapped into a broad range of expertise not available in the core staff team by outsourcing design, marketing, media, database development, SAGE and the management accounts and other specialised tasks
- Approach has also developed the organisational capacity of Catch Up as well as increasing the skills and knowledge of individuals within the staff team

Working with partners

Catch Up works with a wide range of partners:

- Publishers
- Charities
- Trusts
- Researchers
- Evaluators

Review 2010-2014

A team approach!!

Key achievements, developments and issues

- Everyone from office staff to trainers has continued to work with absolute commitment, dedication and professionalism
- Complemented by the consistent and ongoing support of trustees through their role as 'constructive friends'



RESEARCH

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Catch Up in Action: looking at the evidence

Graham Sigley
Catch Up Deputy Director

The aims of this session

- To give an overview of the value of research evidence
- To provide examples of how research informs practice
- To provide evidence of how research-based practice makes a difference

The importance of research evidence

- Over recent years, there has been an increasing national and international emphasis on impact data, i.e. evidence of the difference that a learning and teaching approach might make.
- This trend has been reinforced with the Pupil Premium requirements and the Sutton Trust / EEF Toolkit, along with other evidence databases, e.g. Institute for Effective Education (IEE), University of York

The importance of research evidence

- Catch Up does receive requests for information about the difference that Catch Up Literacy and Catch Up Numeracy can make ...
- ... and for the evidence that supports the reply

The importance of research evidence

However ...

- Catch Up has always been aware of the value of research and high quality data
- The Catch Up website has always included references to the original research on which Catch Up Literacy and Catch Up Numeracy are based

The importance of research evidence

- The Catch Up website also includes:
 - a 'research bibliography' which contains reports and articles about the impact of using Catch Up Literacy and Catch Up Numeracy
 - Excellence Awards case studies

The importance of research evidence

Currently, there are 3 significant reports –

1. 'Early intervention to prevent long-term literacy difficulties: the case of Catch Up Literacy':
 - published in 2012, following a presentation at the 4th World Conference on Educational Sciences
 - summarised all of the Catch Up Literacy research from 1998

The importance of research evidence

2. Report for the Education Endowment Foundation (EEF) funded Catch Up Numeracy research project:

- involved 330+ pupils in 56 primary schools over 30 weeks
- ‘The study demonstrates that one-to-one teaching with TAs is an effective strategy to increase numeracy skills in Year 2-6 pupils.’

(Report published by the National Foundation for Educational Research (NFER) for the EEF in February 2014; <http://educationendowmentfoundation.org.uk/projects/catch-up-numeracy/>)

The importance of research evidence

3. Education Endowment Foundation (EEF) funded Catch Up Literacy transition research project:

- researching a specific context involving pupils in transition from primary schools to secondary schools
- involves 630 pupils in 15 secondary schools/academies from June 2013 to March 2014
- we await the report in early Autumn 2014

The importance of research evidence

- Catch Up is exploring how impact data can be entered directly by schools and be analysed for them by the database
- More Excellence Awards case studies will be added to the website
- Focused research projects undertaken as required



Catch Up in Action:

EEF-funded Catch Up Numeracy Project

Clare Manghan



CATCH UP NUMERACY RESEARCH PROJECT **with key findings**

Clare Manghan
(Catch Up Accredited Trainer)



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CATCH UP NUMERACY – A BRIEF SUMMARY

CATCH UP NUMERACY – A BRIEF SUMMARY

- An intervention for learners who find numeracy difficult

Introducing Catch Up Numeracy

CATCH UP NUMERACY

Based on 10 key components of numeracy taken from the research of Dr Ann Dowker:

- Counting verbally
- Counting objects
- Reading and writing
- Hundreds, tens and units
- Estimation
- Word problems
- Translation
- Remembered facts
- Derived facts
- Ordinal numbers

Introducing Catch Up Numeracy

CATCH UP NUMERACY

- Centred on structured one-to-one sessions
- Designed for struggling learners aged six to fourteen, rather than 'beginner' learners
- Targeted to the needs of individual learners
- Based on a range of proven approaches and rigorous academic research

Introducing Catch Up Numeracy

CATCH UP SUCCESS

Past research shows:

- that learners receiving the Catch Up interventions make significantly more progress than 'matched time' or control groups
- learners (in primary and secondary schools) who participate in Catch Up Numeracy achieve more than double the progress of typically developing learners

Introducing Catch Up Numeracy

Catch Up Numeracy – video clip (Welsh medium)

**CATCH UP NUMERACY
RESEARCH PROJECT**
with key findings

BACKGROUND TO THE PROJECT

Catch Up made a successful bid to the Education Endowment Foundation (EEF)

- to undertake a very high quality, robust, research project – randomised, control trial (RCT) – to look into the process and impact of using Catch Up Numeracy with primary age pupils

The Project:

- ran for one year, from Autumn 2012 to Summer 2013
- involved 56 schools across a number of geographical locations, with 6 pupils in each school

RESEARCH REQUIREMENTS

It was an EEF requirement that the research project was as statistically valid and reliable as possible, including:

- enough participating schools
- randomisation of schools
- randomisation of teaching assistants (TAs)
- randomisation of participating pupils
- consistent and reliable data collection methodology
- no cross-contamination
- external evaluation (this was done by NFER)

RESEARCH PROJECT OUTLINE

A Project Coordinator
was agreed in each
school



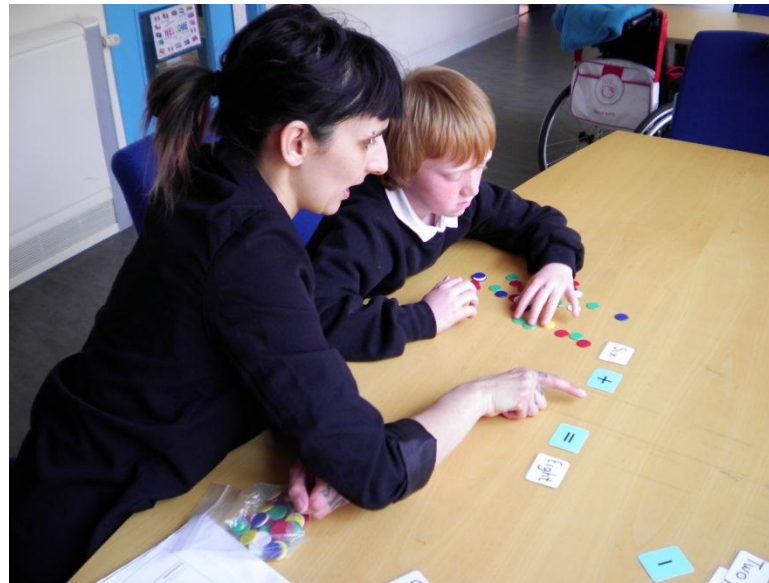
Research Project Outline

RESEARCH PROJECT OUTLINE

At the beginning of the Project:

- all the pupils were tested (using standardised tests) to establish numeracy attainment levels, with all the testing being overseen by Dr Ann Dowker
- one TA was randomly selected from each school to receive 'Delivering Catch Up Numeracy (N2)' training
- the Project Coordinator also received 'Delivering Catch Up Numeracy (N2)' training, as well as 'Managing Catch Up Numeracy (N3)' training

CATCH UP TA



Research Project Outline

RESEARCH PROJECT OUTLINE

During the project:

- the Catch Up Numeracy trained TA worked with two pupils, each having two sessions per week for up to 30 weeks
- the second TA worked on a match-time basis with two pupils, each having two sessions per week for up to 30 weeks with outline guidance for activities from the School Project Coordinator
- cross-contamination between the two TAs working was to be avoided
- the third group of two pupils received their daily numeracy lessons only (baseline control group)

RESEARCH PROJECT OUTLINE

At the end of the project:

- all of the participating pupils (6 from each school) were re-tested for literacy and numeracy levels
- data was collected, analysed and reported (individual pupil level data being provided for each school)
- NFER collected process data from TAs and School Project Coordinators



CATCH UP NUMERACY RESEARCH PROJECT – KEY FINDINGS



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National
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KEY FINDINGS



Times Educational Supplement, Friday 7th
February 2014



Key findings

KEY FINDINGS

- One-to-one support by Teaching Assistants (TAs), properly deployed and supported, is an effective strategy to increase numeracy skills
- This is 'likely to be a result of regular, sustained and structured one-to-one teaching ...'

(Catch Up® Numeracy - Evaluation Report and Executive Summary, NFER, February 2014
http://educationendowmentfoundation.org.uk/uploads/pdf/FINAL_EEF_Evaluation_Report_-_Catch_Up_Numeracy_-_February_2014.pdf)

KEY FINDINGS

Catch Up Numeracy TAs and Coordinators identified:

- improvements in pupil confidence towards numeracy
- pupils more engaged with numeracy
- improvements to pupil attitude and self-esteem
- a greater enjoyment of and enthusiasm towards numeracy

KEY FINDINGS

They also identified:

- better behaviour, with pupils being more focused and less disruptive in class
- pupils becoming more reflective and more aware of their strengths and weaknesses in numeracy
- changes to how pupils approached their learning – being more willing to take ownership

KEY FINDINGS

The best aspects of Catch Up Numeracy were:

- the confidence it gives pupils, in maths but also often across the curriculum
- the assessment, which is diagnostic and means the intervention is tailored to learners' individual needs
- its structure, including the resources such as the progress sheets
- the one-to-one support learners are given

KEY FINDINGS

- It can be challenging to run two 15 minute sessions per week – timetabling is important
- Structured interventions, such as Catch Up Numeracy, should be planned into the timetable at the start of the new school year, to ensure they are given priority and status
- ... and there was evidence of cross-contamination

It was fun.
I like doing maths!

I'm beginning to see the
patterns

CatchUp[®] Numeracy

I didn't get them all
right straight away
but I'm trying my
best.



... and finally

The Gateway Qualifications (OCN) Accreditation has added value in a number of ways and out of the 56 Catch Up Numeracy TAs:

- 48 (86%) have achieved Unit 1
- 37 (66%) have achieved Unit 2 and
- 24 (43%) have achieved Unit 3



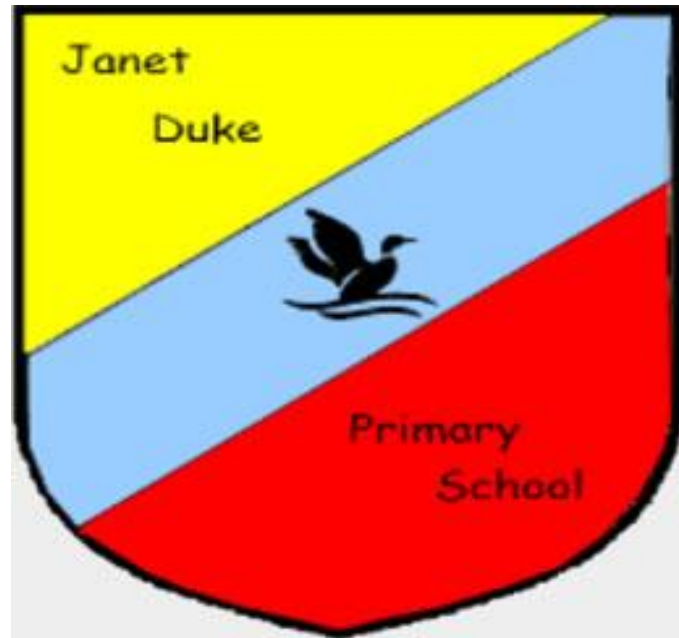
CATCH UP IN ACTION:

Janet Duke Primary School

Case Study

Miss Gemma Hooks (Deputy Headteacher)

Catch Up in Action



Excellence Award Case Study



Catch Up in Action

Background/context

Catch Up in Action

- **Happy and successful school, with clear expectations of high standards and good behaviour**
- **Our aim is to ensure that all children are happy and enjoy school whilst progressing with their education**
- **Aim for each child to be given the opportunity to achieve his/her full potential and take his/her place as a valued member of the school and general community**



Catch Up in Action

**Why did we choose
Catch Up Numeracy?**

Catch Up in Action

- **Used Catch Up Numeracy as part of our involvement with a research project to look at the effectiveness of Catch Up Numeracy**
- **Took part in the project because we had identified additional support for numeracy as a priority**
- **The project gave us the opportunity to find out whether Catch Up Numeracy could make a difference for our pupils**



Catch Up in Action

**How Catch Up is
organised/coordinated**

Catch Up in Action

- **We had two staff trained - one of our Teaching Assistants was selected to work with the children**
- **Also a member of staff trained to be the Catch Up coordinator**
- **Pupils were identified using a range of information as potentially being able to benefit from extra support**
- **Made sure that parents knew about the sessions and got their permission**

Catch Up in Action

- **Catch Up Numeracy sessions were timetabled to take place twice each week during the afternoons**
- **Used a standardised test to measure the pupils' numeracy age before they had any Catch Up support and again after two terms**
- **The coordinator was able to make sure that the TA had the necessary resources such as number lines and counters and that the TA could keep to their timetable**

Catch Up in Action

‘Catch Up Coordinator action plan’ – a one-page checklist of all the issues relevant to introducing and monitoring the intervention.

Catch Up Literacy		Proforma 1	
Catch Up Coordinator action plan			
Introducing Catch Up Literacy		who/when/how	date completed
1	Communicate about Catch Up Literacy to: a) Existing staff b) Parents and carers c) Governors and trustees d) New staff e) Learners		
2	Identify learners who will benefit from Catch Up Literacy		
3	Identify staff to deliver Catch Up Literacy		
4	Organise attendance at Catch Up Literacy training		
5	Timetable		
6	Prepare resources: a) Copy progress booklets b) Select suitable books c) Identify gaps d) Buy additional books e) Grade books f) Decide how to store graded books		
Supporting and monitoring Catch Up Literacy		who/when/how	date completed
7	Liaise between teachers and Catch Up Literacy staff		
8	Support and monitor Catch Up Literacy staff: a) Ensure regular discussion b) Observe Catch Up Literacy individual sessions c) Check progress booklets d) Identify and support training needs		
9	Monitor learner progress and effectiveness of Catch Up Literacy: a) Administer standardised reading test b) Analyse learner results c) Analyse whole school (or other setting) results d) Consider other factors e) Examine reasons for lack of progress f) Review and evaluate Catch Up Literacy in school (or other setting)		
10	Report outcomes to: a) Existing staff b) Parents and carers c) Governors and trustees d) New staff e) Learners		

Catch Up Excellence Awards

Catch Up in Action

- **Coordinator did the full Catch Up Numeracy training and was able to help with TA's queries**
- **Coordinator also observed some of the sessions**
- **Helped to make sure that the children's sessions went well**
- **Provided evidence for the TA's OCN accreditation**



Catch Up in Action

The impact

The impact: learners

- The children improved with their number ages
- Made accelerated progress across the year
- Also progressed through the Catch Up levels
- The children became confident and independent
- *'I became better and faster with the answer.'*
Child L

The impact: school

- **Children have a positive attitude towards Maths**
- **TA have gained skills to ensure progress happens**
- **Staff have worked together to share ideas and resources**
- **Staff and children have ownership over the programme and the route they take**

Staff Comments

- **The children make progress with Catch Up because:**
- **They enjoy the 1:1 attention and focus**
- **It boosts their confidence in maths**
- **The two short, effective sessions keeps the child engaged and on task**
- **The variety of resources makes taking part fun and enjoyable**



Catch Up in Action

The impact – Pupil case study 1

The impact: Pupil case study

- **Child T began Catch Up in year 4 as part of the NFER Research project**
- **Chosen as a child working below her peers and National expectations**
- **She has free school meals (FSM) but not special educational needs (SEN)**
- **Child T had a good working relationship with the TA**

The impact: Pupil case study

- **On entering the programme, she was a level 2B (NC) and on exit, she was a 3C (making a gain of 4 points, showing accelerated progress)**
- **Now confident to undertake maths activities and is more independent in class**
- **Over the two terms of the project, she made a Maths Age gain of 17 months (ratio gain of just over 2)**



Catch Up in Action

The impact – Pupil case study 2

The impact: Pupil case study

- **Child L was chosen to undertake the project as he was identified as being 1/3 level (NC) below his peers and National expectations**
- **He was a child that was making slow progress**

The impact: Pupil case study

- **Didn't always show a positive attitude at the beginning of the programme and was sometimes reluctant to engage**
- **Through the dedication and perseverance of the TA his attitude was improved, resulting in a significant impact being made**

The impact: Pupil case study

- On entering the programme, he was a National Curriculum level 2B and on exit, he was a 3B (making accelerated progress of 6 points across the year)
- Maths Age gain of 21 months over the two terms of the project (ratio gain of 3)

Consider:

- **The timetable of sessions**
- **When identifying children - Are there any specific learning difficulties?**
- **Length of time on the project**
- **Support for staff delivering the project**



Catch Up Literacy in Action

EEF Research Project

Case study: Callington Community College

Catch Up Literacy – video clip



Catch Up Literacy in Action

Bridging the Gap

Dee Reid

THE CHALLENGE

Why are struggling learners so vulnerable at transfer from Primary to Secondary?

- More daunted by the change of environment
- Less adaptable as learners
- Unrealistic expectations from the Secondary school
- Behaviour problems mask learning difficulties

The gap



THE GAP

Primary teachers teach children

Secondary teachers teach

subjects.

The gap

THE GAP

‘Literacy’ is not on the curriculum in Secondary schools.

‘English’ is on the timetable (which struggling learners may not associate with literacy).

The gap

THE CURRENT SITUATION

In England in 2013:

- One in three children (about 180,000 pupils) left primary school without having mastered essential skills in reading, writing and arithmetic.
- More than 11-year-olds left school with a Reading Age of 7 years or below.

DfE Statistics 2013

The gap

THE CURRENT SITUATION

In England in 2013:

- One in three children (about 180,000 pupils) left primary school without having mastered essential skills in reading, writing and arithmetic.
- More than 30,000 11-year-olds left school with a Reading Age of 7 years or below.

DfE Statistics 2013

The gap

PUPIL PROGRESS (or lack of it!)

- In reading, nearly 40% of children go backwards between the end of Year 6 and the beginning of Year 7.
- Pupils who were behind at the previous Key Stage are less likely to make progress than those who had achieved the expected level or above.

DfE How do pupils progress during
Key Stages 2 and 3? (2012)

The gap

DfE ASSESSMENT REFORMS

‘In 2012, less than half the pupils who had only just reached the current expected standard at Key Stage 2 (i.e. Level 4c) went on to achieve 5 good GCSEs, including English and mathematics.’

So 4c is not good enough.

DfE March 2014

The gap

NEW FLOOR STANDARD

The new challenge will be:

85% of children should achieve **4b** by the end of Primary School.

DfE March 2014

The gap

ASSESSING WITHOUT LEVELS

This makes for interesting times because
the existing system of National Curriculum levels is
ceasing from September 2014.
So 85% pupils will be expected to achieve
something!!

The gap

WHAT WILL REPLACE THE LEVELS?

The DfE will introduce:
'more challenging tests at the end of the key stages with precisely scaled scores'.

'Reforming qualifications and the curriculum to better prepare pupils for life after school'

DfE June 2014

The gap

WHAT WILL REPLACE THE LEVELS?

The DfE will make available:
'detailed KS1 and 2 performance descriptors
linked to the new curriculum'.

DfE June 2014

The gap

WHAT WILL REPLACE THE LEVELS?

The DfE will:

‘improve the moderation of teacher assessments’.

DfE June 2014

The gap

BRIDGING THE GAP

It remains to be seen if the new ...

‘challenging tests’

‘detailed performance descriptors’

and

‘improved moderation of teacher assessment’

ease transition for struggling learners

The gap

WHY REPLACE THE LEVELS?

“We need to switch to a different conception of children’s ability. Every child needs to be capable of doing anything dependent on the effort they put in and how it’s presented to them. Levels get in the way of this.”

Tim Oates (Chair of the Expert Panel on NC Review)

The gap

WHY REPLACE THE LEVELS?

The new national curriculum will focus on fewer things in greater depth.

It emphasises key concepts, key ideas and is full of skills.

It includes wide reading, practical work in science and application of maths.

Tim Oates (Chair of the Expert Panel on NC Review)

The gap

NEW ASSESSMENT

Assessment will not be a case of:
ticking boxes
but of
nailing concepts

The gap

CONSEQUENCES FOR STRUGGLING LEARNERS?

The 'back to basics' approach of the Catch Up interventions is all about conceptual understanding of the core skills of literacy and numeracy.

The gap

WHAT IS PARAMOUNT?

- Easing transition is of the greatest importance for pupils with low literacy scores from Primary school.
- A literacy intervention programme could be key in providing continuity of learning.
- It could also be key in raising self-esteem of young learners and creating positive attitudes to learning in general and literacy in particular.

Catch Up Literacy Research Project

What we wanted to find out

Research question 1:

- What is the impact of Catch Up Literacy on literacy skills over the transition period between Year 6 and Year 7?

Research question 2:

- Are any improvements in pupil attitudes to school or levels of self-esteem attributable to the Catch Up Literacy intervention?

What we did

The Project:

- Ran from June 2013 to April 2014
- Involved 15 secondary schools and a number of their feeder primary schools
- Focused on pupils who were likely to achieve National Curriculum Level 2c - 4c in their English KS2 SATs in May 2013

The statistical stuff

External monitoring and evaluation by NFER

Data collection procedures included:

- Blind randomisation of participating pupils
- Control (comparison) group ('no Catch Up Literacy support')
- Standardised pre- and post-testing
- Attitudinal test
- Project staff ensured standardised tests were delivered correctly

Catch Up Literacy Research Project

What happened

- Teaching assistants in each secondary school (salaries funded by the project) received Catch Up Literacy training along with their school coordinator
- A teaching assistant and a coordinator from each participating primary school were also eligible for Catch Up Literacy training
- Ongoing support provided by Catch Up

What happened

- Nominated pupils randomly assigned to a Catch Up Literacy or comparison group in Year 6 in each primary school
- Each secondary school had a dedicated 'School Project Adviser' (SPA)
- **All** pupils tested in Year 7 in their secondary school in September 2013, with testing monitored by SPA
- Catch Up Literacy group pupils received twice weekly sessions up to March 2014
- SPA provided ongoing advice, guidance and support, including school visits

Where are we now?

- Review and Next Steps (L4) sessions took place from January 2014
- Re-testing of reading ability in March 2014 for pupils in both the Catch Up Literacy and the comparison group
- NFER provided an attitudinal test for March 2014
- April 2014 onwards, data collated and reports produced
- 'post Catch Up' exit strategy support provided by SPA



Catch Up in Action

Callington Community College Case Study

Sam Jones, Suze Stanley and Chris Bennett



Catch Up in Action

- ✂ Callington Community College is a rural college on the outskirts of eastern Cornwall
- ✂ We are an 11-18 establishment of around 1400 students. We converted to an Academy in 2011
- ✂ Very large catchment area reaching from the edges of Launceston to Saltash. Fairly deprived area with many low aspirations however as an 'outstanding' college we attract students from as far as Devon



Catch Up in Action

**Why we chose Catch Up/to take
part in the Catch Up Literacy
project**





Catch Up in Action

The impact

The impact: learners

- “I actually enjoy reading now and read much more at home”
- “I feel happier to read in front of a small group, but not the whole class yet”
- “I prefer to use expression now, my old school told me not to”
- “Can I have another book like this one next time?”

- 🔗 Students have shown a tremendous increase in confidence and enthusiasm for reading
- 🔗 Many of them have commented that it has been the first time that they have completed reading a book!
- 🔗 It has improved meta-cognition as it has helped students to develop greater awareness of the learning process and the decisions within that
- 🔗 Have shown an increasing awareness and articulation of the literacy skills they need
- 🔗 They are more willing to 'have a go!'
- 🔗 They've enjoyed and relished the learning 'space'

Excellence Award Case Study

The impact: class teachers

‘This is [now] a strong strand of our nurturing and intervention for year 7 students. Gets results too!’ *English teacher*

‘Now able to access the same texts as others – which he loves! Chooses a higher level of task in class’ *Geography teacher*

‘The children really enjoy this 1:2:1 contact! I have had numbers wanting to get involved!’ *HOY*

Excellence Award Case Study



Catch Up in Action

The impact – pupil case study





- 🔗 Very shy – would whisper her reading!
- 🔗 Ignored punctuation when reading which impacted greatly on her articulation
- 🔗 Read in front of year 7,8 & 9 students
- 🔗 Entered the BBC short story competition
- 🔗 Smiles!!

Excellence Award Case Study

- 🔗 Ollie
- 🔗 Reading stamina
- 🔗 Focus on the order of the language
- 🔗 Focus on the need for pace and recognising punctuation to increase fluency
- 🔗 Confident to read in class – discusses home reading and knows far more about what he likes – can recognise a book in the library and if it is equivalent to his own ability





Catch Up in Action

**How Catch Up is
organised/coordinated**

Catch Up in Action

- ✧ The project context gave the introduction of Catch Up to our college rigour
- ✧ Brought Literacy to the forefront again
- ✧ The success of this year has enabled us to secure funding to continue and even expand the scheme within our college for 2014-15
- ✧ We have trained over 20 staff – from admin colleagues to our Vice Principal
- ✧ Developing a slim lined system for communicating key literacy information with class teachers
- ✧ Our aim is to make this a truly cross phase initiative in the Summer of 2015





... and finally

Out of the 33 Catch Up Literacy TAs who were eligible to submit for the Gateway Qualifications (OCN) Accreditation:

- 25 (75.8%) have submitted for and achieved Unit 1
- 18 (54.6%) have submitted Unit 2 and 12 (36%) have achieved Unit 2 and
- 9 (27.3%) have submitted Unit 3, with 2 (6.0%) having achieved Unit 3

(outstanding submissions are with the assessors)



Celebrating Success!

**The Catch Up Excellence
Awards**

Catch Up Excellence Awards

An award scheme which aims to recognise and celebrate school and learner achievements based on the Catch Up Literacy and Catch Up Numeracy interventions



Catch Up Excellence Awards

Catch Up Excellence Awards

Positive learner outcomes:

- Standardised tests and case studies

High quality Catch Up delivery

- Accreditation

High quality Catch Up management

- Catch Up Coordinator action plan

Catch Up Excellence Awards

Management guidance

In Catch Up, we use the 'Catch Up Coordinator action plan' – a one-page checklist of all the issues relevant to introducing and monitoring the intervention.

Catch Up Numeracy		Proforma 1	
Catch Up Coordinator action plan			
Introducing Catch Up Numeracy		who/when/how	date completed
1	Communicate about Catch Up Numeracy to: a) Existing staff b) Parents and carers c) Governors and trustees d) New staff e) Learners		
2	Identify learners who will benefit from Catch Up Numeracy		
3	Identify staff to deliver Catch Up Numeracy		
4	Organise attendance at Catch Up Numeracy training		
5	Timetable		
6	Prepare resources: a) Copy Progress booklets b) Select suitable apparatus c) Identify gaps d) Buy additional apparatus		
Supporting and monitoring Catch Up Numeracy		who/when/how	date completed
7	Liaise between teachers and Catch Up Numeracy staff		
8	Support and monitor Catch Up Numeracy staff: a) Ensure regular discussion b) Observe Catch Up Numeracy Individual teaching sessions c) Check Progress booklets d) Identify and support training needs		
9	Monitor learner progress and effectiveness of Catch Up Numeracy: a) Administer standardised number/maths test b) Analyse learner results c) Analyse whole school (or other setting) results d) Consider other factors e) Examine reasons for lack of progress f) Review and evaluate Catch Up Numeracy in school (or other setting)		
10	Report outcomes to: a) Existing staff b) Parents and carers c) Governors and trustees d) New staff e) Learners		

Catch Up Excellence Awards

Catch Up Excellence Awards



Successful submission for either
Catch Up Literacy or Catch Up Numeracy

Catch Up Excellence Awards

Catch Up Excellence Awards



Successful submission for both Catch Up Literacy and Catch Up Numeracy

Catch Up Excellence Awards

Catch Up Excellence Awards



Gold - A SILVER submission, plus evidence of **sustained high quality management**

Catch Up Excellence Awards

Catch Up Excellence Awards

Wales – September 2013 onwards.....

- Mayals Primary School
- Trelewis Primary School
- Newbridge School
- Ton Pentre Junior School
- Ysgol Hendre Special School
- Ysgol Clocaenog
- Wick & Marcross Church in Wales Primary
- Grand total – 32

Catch Up Excellence Awards

Catch Up Excellence Awards

England – September 2013 onwards.....

- St. Dunstan's Church of England Primary School
- Drayton Junior School
- Helmingham Community Primary School
- The Mead Community Primary School
- Janet Duke Primary School
- Callington Community College
- Grand total – 7

Catch Up Excellence Awards

Next Steps 2015-2019



Mission:

‘To address the problem of underachievement that has its roots in literacy and numeracy difficulties’

Next Steps 2015 -19

Overall Aim

- Maximise, as quickly as is prudent and manageable, the number of learners who will benefit from the Catch Up intervention packages
- By significantly increasing the number of organisations with the need for and capacity to use the Catch Up intervention packages

Next Steps 2015 -19

Overall Aim

- Build on:
 - Marketing successes
 - Improved financial position
 - Rigorous research
- Maximise:
 - Database/web opportunities
 - Catch Up capacity within an agreed budget

Next Steps 2015 -19

Next steps 2015-2019

Strategic Aims – **initial thinking:**

Within 5 years:

- Catch Up Literacy and/or Catch Up Numeracy in 40% of schools in England and Wales
- 80% of these schools actively engaged with Catch Up
- At least 25,000 new trainees both from existing Catch Up organisations and new organisations

Overall Aim

- The strategic aims are 'stretched targets' and are set as a strategic tool to maximise the step change that we feel needs to be and can be made
- The development and implementation of the Action Plan will be monitored on an ongoing basis and reviewed annually

Next Steps 2015 -19

Overall Aim

- Maintain the quality and impact of the intervention, training and support packages and of Catch Up as an organisation
- Determined to retain the excellent teamwork and supportive ethos

Next Steps 2015 -19

Next steps 2015-2019

..... will lead to a further increase in take-up of intervention, training and support packages

So that we address the problem of underachievement for many more learners!!!!

THE CYCLE OF CONFERENCES

Julie Lawes

Dates for your diary

- Catching up with Catch Up Conference – Cardiff – 17th September 2014

Dates for your diary

In the planning stage:

- ‘Overcoming disadvantage’ conferences – London, Birmingham and Manchester 2015
- House of Lords – June/July 2015

Dates for your diary



www.catchup.org

***An independent charity:
Working to address the problem of
underachievement that has its roots in literacy and
numeracy difficulties***



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National
Training Awards