



Catching up with Catch Up Conference

17th September 2014 – Cardiff University

*'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

Sioned Bowen (Caxton Trust)

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: 2015 onwards
- To give you a chance to 'catch up' with colleagues!

Catching up with Catch Up

Conference Outline

- The context – Literacy and Numeracy in Wales
- Celebrating Catch Up Excellence
- Excellence Award Case Studies
- Break
- Catch Up
 - Success in Wales
 - The Big Picture – Wales and beyond
 - Strategic use of Catch Up – Working in Consortia
 - Next steps (2015 -19) – Action planning
- Lunch

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/Llythrennedd Dyfal Donc and Catch Up Numeracy/Rhifedd Dyfal Donc

- Structured one-to-one interventions in English and Welsh 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 Context in Wales

**Claire Rowlands, Deputy Director
Curriculum Division
Welsh Government**

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Celebrating Success!

The Catch Up Excellence
Awards

Catch Up Excellence Awards

An award scheme which recognises and celebrates school and learner achievements based on the Catch Up Literacy and Catch Up Numeracy interventions



Catch Up Excellence Awards

What evidence is required?

Positive learner outcomes:

- Standardised tests and case studies

High quality Catch Up delivery

- Trainee Accreditation

High quality Catch Up management

- Use of 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
- Brynteg County Primary School
- Jenner Park Primary
- Parc Primary School

Catch Up Excellence Awards



Catch Up Excellence Awards

2013-2014

Presentation of certificates

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Bronze Award

- Mayals Primary School
- Trelewis Primary School
- Newbridge School
- Ton Pentre Junior School
- Ysgol Hendre Special School
- Ysgol Clocaenog
- Brynteg County Primary School

Silver Award



- Parc Primary School

Catch Up Excellence Awards

Gold Award



- Wick & Marcross Church in Wales Primary
- Jenner Park Primary

Catch Up Excellence Awards



**GRAND TOTAL OF 33 AWARD-WINNING
SCHOOLS IN WALES!!!!!!!**

(UK grand total – 40)

Catch Up Excellence Awards



Catch Up in Action

Excellence Award Case Study (1)

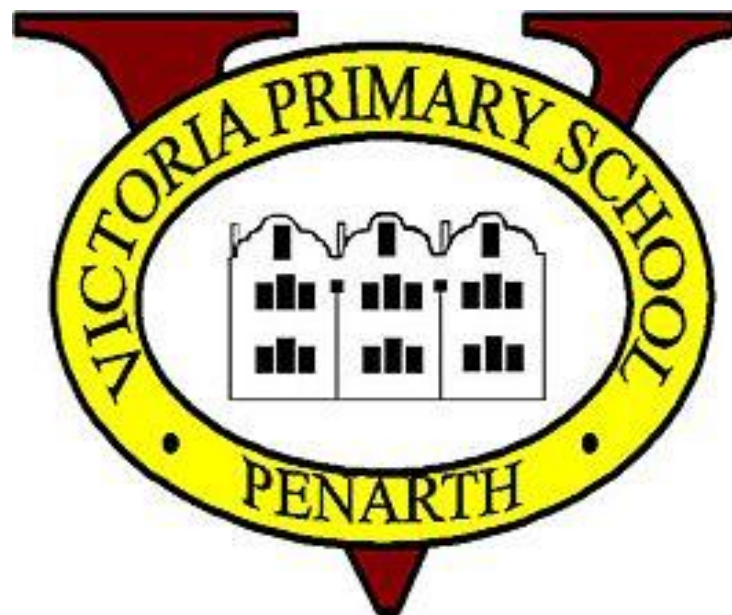
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Victoria Primary School (Gold Excellence Award)

Jayne Hall (ALNCO) and Anne Mealing (LSA)

Catch Up in Action



Excellence Award Case Study



Catch Up in Action

Background/context

Catch Up in Action

- **Victoria Primary School is situated in the centre of Penarth**
- **Provides education for pupils between 3 and 11 years of age**
- **Pupils are taught through the medium of English and Welsh is taught as a second language**
- **Our learning goal is to ignite our curiosity, motivate, challenge and inspire us so that:
*Together we aim for the stars.***

Catch Up in Action

- **Currently 442 full-time pupils on roll; in addition, 89 children who attend the nursery on a part-time basis**
- **Pupils entering the nursery and reception classes come from a wide range of socio-economic backgrounds and with varied levels of skills and communication**
- **Pupils attending the school come from quite a mixed catchment area that is neither predominantly advantaged nor disadvantaged**



Catch Up in Action

Why we chose Catch Up

Catch Up in Action

- **In Victoria Primary School, both Catch Up Literacy and Catch Up Numeracy are well-embedded within our Provision Map and are viewed as a vital part of our intervention infrastructure.**
- **We chose Catch Up as we had been part of the pilot study for both Catch Up Literacy and Numeracy and found good results from these.**
- **Catch Up Literacy has been delivered since 2003 and Numeracy since 2007**



Catch Up in Action

**How Catch Up is
organised/coordinated**

Catch Up in Action

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 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

Catch Up Literacy

Catch Up in Action

- **Traditionally, our school has delivered Catch Up Literacy to pupils in Year 3 and then further Catch Up in Year 5, if needed.**
- **End of Foundation Phase (FP) data and Salford reading tests will initially help to determine who will have Catch Up Literacy.**
- **Children who have a reading age of 6-24 months below their chronological age will usually be chosen, but teachers' professional judgement makes the final decision.**

Catch Up in Action

- **Most pupils have two timetabled sessions per week with Learning Support Assistants (LSAs) who access resources from the Additional Learning Needs (ALN) support room, and the Catch Up resources which are held in a central area of the school.**
- **The use of Catch Up games is also encouraged where appropriate.**

Catch Up in Action

- **Monitor the delivery of Catch Up Literacy via observations**
- **LSAs welcome advice following these, and progress is monitored through the ALNCO's tracking system**
- **Shared with the Catch Up deliverers, class teachers and parents.**

Catch Up in Action

- **The children set their own targets; these are reviewed every 4-6 weeks.**
- **Weekly stickers are eagerly anticipated and Catch Up certificates are received at the end of the year.**
- **An impact evaluation is provided at the end of the academic year, based on reading ages/ratio gains and exit strategies are discussed.**
- **All pupils are monitored carefully to ensure progress is maintained.**



Catch Up in Action

Catch Up Numeracy

Catch Up in Action

- **The Catch Up Numeracy Coordinator regularly monitors delivery of the intervention and provides support via ideas and resources**
- **Targeted learners from a variety of age ranges in KS2**
- **Learners are selected after comparing discrepancies between Maths and Non Verbal standardised test scores.**

Catch Up in Action

- **Once a learner has been identified, the Catch Up Coordinator will test the learner to determine their numeracy age and give a copy to the class teacher, maths teacher and ALNCO**
- **Each learner's progress and components covered are entered on to the intervention monitoring sheet, with details that are updated regularly**

Catch Up in Action

- **Parents are kept informed through consultation evenings.**
- **Information about Catch Up Numeracy is available on the school website, along with ideas of activities and games with which they can reinforce skills at home.**
- **Once sufficient progress has been made, learners are closely monitored within their class maths set after leaving Catch Up Numeracy and may receive small group support within the class**



Catch Up in Action

The impact

The impact: learners

- Average gains were **double the rate of progress** of typically developing learners

The impact: parents and carers

Parents and carers have said in response to a survey after our first year of delivering Catch Up Numeracy:

- “Catch Up worked well for her. Her need was spotted early on and the quick and instant boost of confidence that she gained through her Catch Up sessions was very obvious and very effective. Summary: very helpful indeed. Thanks!”
- “We have been immensely impressed by the change in his confidence in Maths. He is much quicker to just have a go and has been chuffed with learning some shortcuts. He has improved his overall confidence too. Fantastic!”

The impact: parents and carers

- “I am very grateful that he was given the opportunity to partake in Catch Up Numeracy. I have noticed a definite improvement in his mathematical skill. I send my thanks.”
- “Catch Up Literacy has helped her so much. I am so grateful. It has been lovely to see her confidence grow over the year.”

The impact: school

- Staff have found that Catch Up Literacy and Numeracy have been invaluable in boosting skills and confidence, which shows also in other subjects across the curriculum.
- Children are more willing to participate and answer questions in class.
- Concentration improves.
- Positive impact on classroom behaviour.
- Most children read at or above their chronological age from Year 4 upwards.

The impact: school

Children have said:

- **They enjoy doing Catch Up**
- **They feel more confident to try new things**
- **They feel happier in class**
- **They try harder all round**
- **They feel they can work faster**



Catch Up in Action

The impact – pupil case study

Catch Up Numeracy

The impact – pupil case study

- **Child A is an able child**
- **Her standard score of 122 gained in the NFER non-verbal test during Year 3 did not correlate to her standard score of 105 gained in the NFER Maths test – a difference of -17**
- **In class, was a slow worker and struggled to complete tasks within an allotted time**
- **Needed lots of reassurance with new tasks and it was felt she was underachieving**

The impact – pupil case study

- Her Catch Up Numeracy interview showed a lack of confidence in her maths abilities
- Initial assessments indicated a weakness in understanding word problems and remembered facts
- These areas were worked on by using apparatus to “see” the problems and committing number facts to memory.

The impact – pupil case study

- **After receiving Catch Up twice weekly from September to March, in 6 months her numeracy age, as tested by the Basic Number Screening (BNST) test, had risen by 21 months – a ratio gain of 3.5**

The impact – pupil case study

- Her final review showed a much more positive attitude towards Maths
- A vast improvement in confidence, independence and attitude towards work in general was confirmed by the class teacher
- This resulted in Child A joining the more able and talented maths group, where she flourished

The impact – pupil case study

Catch Up is an integral part of our intervention system

It's regular, valued and enjoyed by all involved!

Excellence Award Case Study



Catch Up in Action

Excellence Award Case Study (2)

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Ysgol Clocaenog **(Bronze Excellence Award)**

**Einir Wynne Jones (Headteacher) and
Bethan Petrie (HLTA)**

Dyfal Donc ar Waith Catch Up in Action



Ysgol Clocaenog **Astudiaeth Achos Case Study**

Einir Jones & Bethan Petrie

Ysgol Clocaenog



Staff Dyfal Donc



Gweithio gyda'r plentyn



Working with the child

Selection of pupils and tracking

[illegible]

Cofnod Cryno

Dyddiad Genh... 17/6/2007... Dec (ar y dechrau): Bl Mls
 Dwyfeithog: ☒ FALT: Os yn ddwyfeithog, neu'n LAI?, namiair: **SMERNES**...
 Llaw ysgrifennu: chwith / **add** Gwsgo sbectol: ☐ Problemau dyw: LJ Anawsterau lletyrydd: ☒
 Sylwadau: 9/13 2/14 6/14

		Dyddiad	Dyddiad	Dyddiad
adnabau geiriau a sillafu	Rhestr 1	Darlenn	16	20
		Sillafu	18	20
	Rhestr 2	Darlenn	25	35
		Sillafu	18	29
	Rhestr 3	Darlenn	60	14
		Sillafu	60	33
	Rhestr 4	Darlenn	60	60
		Sillafu	60	60
	Rhestr 5	Darlenn	60	60
		Sillafu	60	60
Rhannu, clymu, ysgrifennu llythrennau	Cyfansod graffemau - ffonemau	25	28	28
	Rhannu	7	10	8
	Clymu	10	10	10
	Ysgrifennu: blaen	7	10	9
	Ysgrifennu: canol	7	10	9
	Ysgrifennu: af	6	10	10
	Cyfeirnod cyfagos	6	16	16
		Darlenn	3	10
		Ysgrifennu	3	10
	Lletyriad cyfagos	9/16	8	8
amfod llythrennau a sylwadau		Darlenn	24	24
		Ysgrifennu	24	24
	Adnabau llythrennau mawr	24	24	24
	Adnabau llythrennau bach	24	24	24

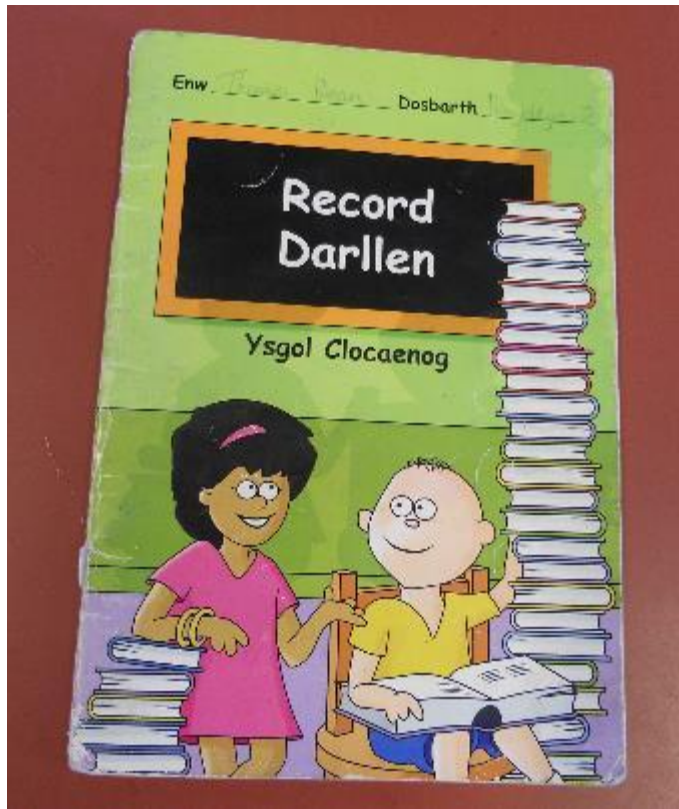
Dathlu ein llwyddiannau

Celebrating our successes



Parhau i gadw golwg

Continuing to track progress



Dyddiad	Enw'r Llyfr	Sylwadau a Llofnod
8/6/14	Wet Gears	Tom read whole book happily & consistently.
9/6/14	Twll yn y to Wet gear P. 1/2	Spells the words quite confident although he rushes some words. He showed the question mark and we discussed how he would read question. Good Tom. Good.
7/6/14	Twll yn y to y to 1-20	Read well and spelled out the words that he had come across before very good Tom.
10.6.14	Twll yn y to 20-23.	Tackled those tricky words very well. S.P.
11.6.14	Twll yn y to 24-32	Tom read well the enjoyed this book. Still muddles his letters T + D, "B + P" and "C + G"



Mae darllen yn hwyl
Reading is fun



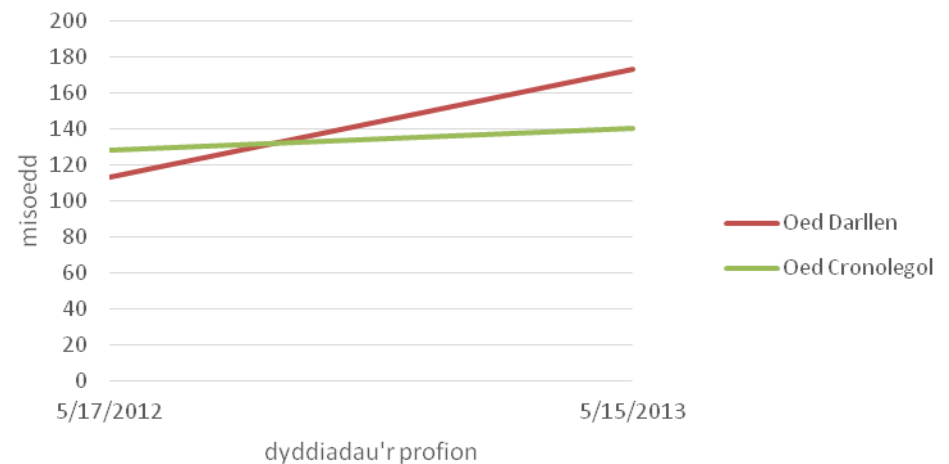
Ymateb rhieni

Parents' responses

The improvement in C's reading was amazing. We noticed a difference within a few weeks.

T was always reluctant to sit and read with me because he lacked confidence. Since starting the "Catch Up" programme he has come on leaps and bounds, but more importantly, he is now a confident reader and he enjoys reading. He enjoyed his sessions with Mrs Petrie and I started to see improvements within weeks. Brilliant programme!

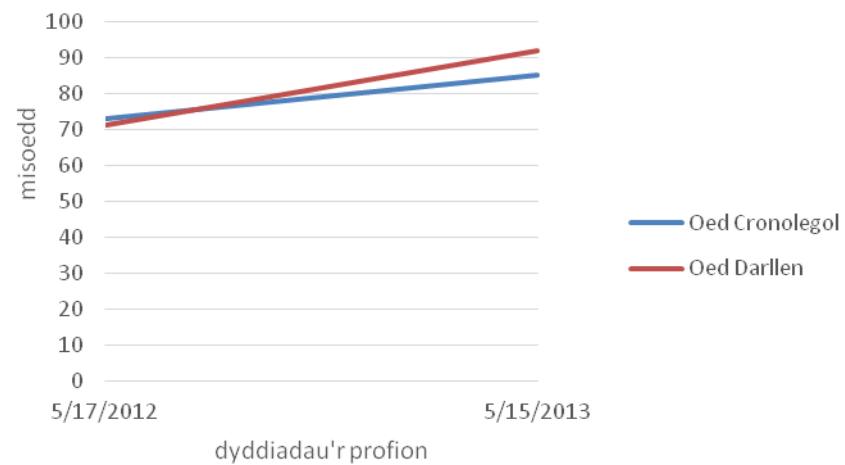
Astudiaeth Plentyn



**Cyn dechrau Dyfal Donc roedd gan XXX oed darllen Cymraeg o 9 mlynedd 5 mis.
Ar ol 39 sesiwn Dyfal Donc roedd oed darllen XXX wedi codi i 14 blynedd 5 mis.**

**Before starting Catch Up XXX had a Welsh reading age of 9 years 5 months.
After 39 Catch Up sessions her reading age had risen to 14 years and 5 months.**

Astudiaeth Plentyn



Y Dyfodol The Future





Break

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Catch Up Success in Wales

Julie Lawes

Catch Up Director

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The impact: making a difference

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Catch Up: the impact

- Catch Up Literacy/Llythrennedd Dyfal Donc and Catch Up Numeracy/Rhifedd Dyfal Donc have both consistently been shown to help struggling learners achieve more than double the progress of typically developing learners
- All the more impressive as struggling learners make far less progress than typically developing learners

The impact: making a difference

Catch Up: the impact

- Evidenced in 'Beth sy'n gweithio gyda disgyblion yng Nghymru sydd â phroblemau llythrennedd? Effeithiolrwydd cynlluniau ymyrraeth./What Works for Pupils in Wales with Literacy Difficulties? The effectiveness of intervention schemes.' Brooks, G. (2009)
- Catch Up has also contributed extensively to '**Guidance for literacy and numeracy catch-up programmes**', produced by the Welsh Government in 2012

The impact: making a difference



Training in Wales

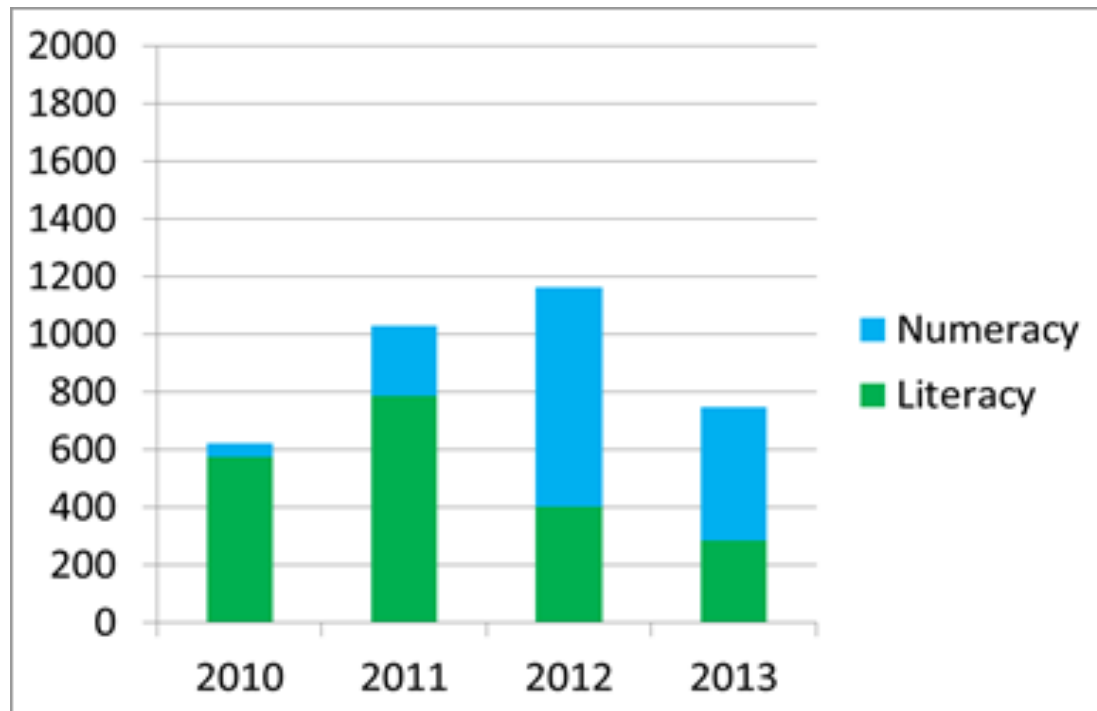
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Training in Wales

Since 2002, more than **6,000** staff in Wales trained to deliver or manage the interventions

Catch Up in Wales

Wales



Catch Up trainees

Review 2010-2014

England and Wales

Trainees in the first 6 months of 2014 almost identical to the equivalent period of 2013

Training in Wales

- Trainees in Wales consistently make up more than a third of the total trained by Catch Up in any one year
- 2/3 of trainees are TAs/LSAs
- More than 90% of TAs/LSAs have achieved at least one unit of Gateway Qualifications (previously known as OCN) accreditation in Catch Up Literacy and/or Catch Up Numeracy
- Trainees consistently rate the training between 4 and 5 (from 'very good' to 'excellent')



Strategic use of Catch Up

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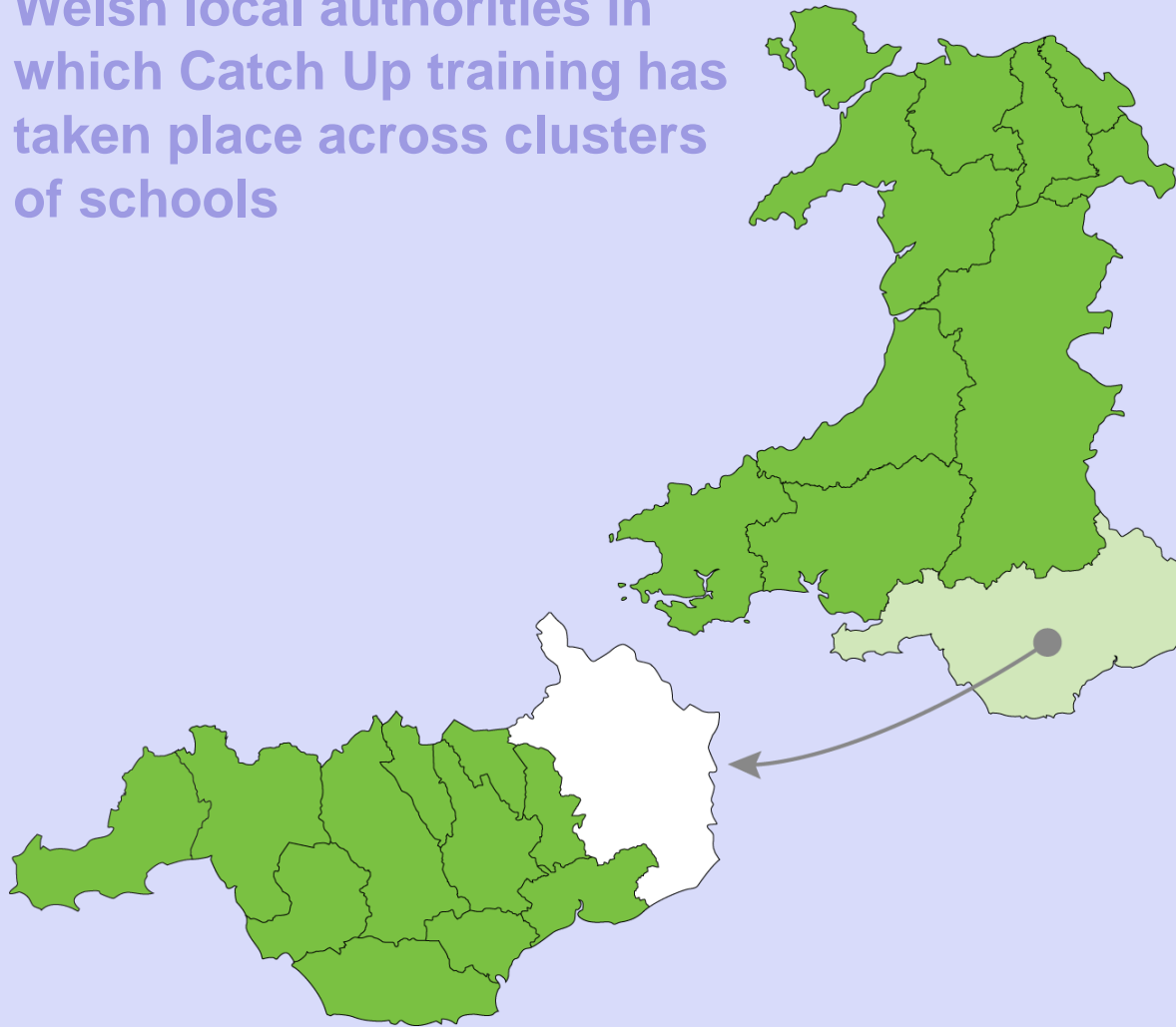
Strategic use of Catch Up

- Historically, worked closely with a strong network of LA coordinators
- Continue this approach with the move to Consortia

Training in Wales

- 13 Catch Up Accredited Trainers in Wales
- Delivering training in Welsh and/or English
- Mostly LA advisory staff – enabling embedding and sustaining of Catch Up
- 3 more ‘in the pipeline’ linked to Consortia!

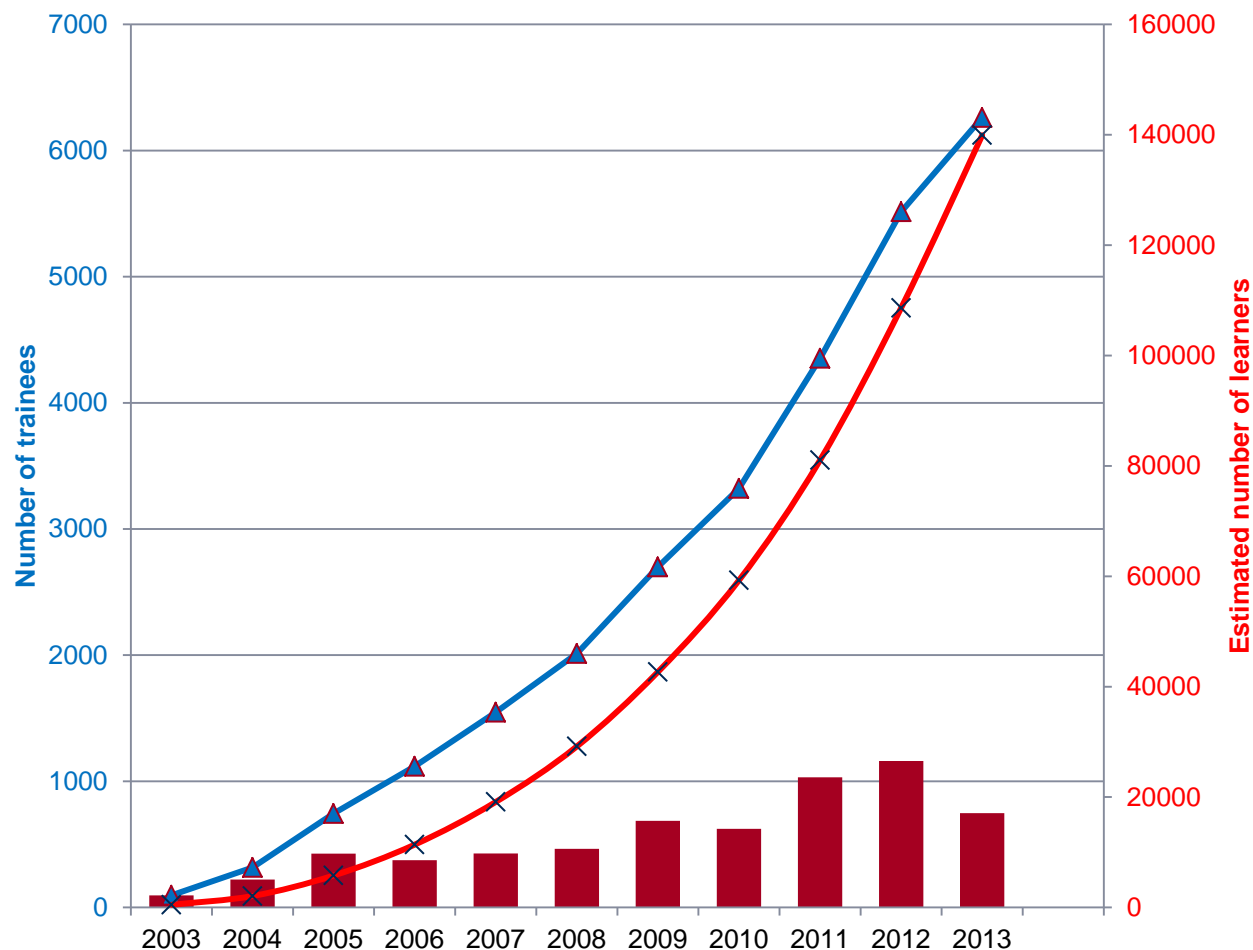
Welsh local authorities in which Catch Up training has taken place across clusters of schools



- Abertawe/Swansea
- Blaenau Gwent
- Bro Morgannwg/
The Vale of Glamorgan
- Caerdydd/Cardiff
- Caerffili/Caerphilly
- Casnewydd/Newport
- Castell-nedd Port Talbot/
Neath Port Talbot
- Ceredigion
- Conwy
- Gwynedd
- Merthyr Tydfil
- Pen-y-bont ar Ogwr/Bridgend
- Powys
- Rhondda-Cynon-Taf
- Sir Benfro/Pembrokeshire
- Sir Ddinbych/Denbighshire
- Sir Gaerfyrddin/
Carmarthenshire
- Sir Y Fflint/Flintshire
- Torfaen
- Wreccsam/Wrexham
- Ynys Môn/Isle of Anglesey

Catch Up in Wales

Number of trainees trained by Catch Up in Wales and estimated number of learners supported by Catch Up



The numbers given for trainees are based on the lowest number of session attendees at each L2/N2 course.

The numbers estimated for learners are based on the assumption that each trainee works with 5 learners per year (this is a conservative interpretation of numbers reported)

Number of Catch Up trainees and learners

We estimate that more than **100,000**
struggling learners in Wales have benefited
from the Catch Up/Dyfal Donc interventions!!!!



The 'big picture'

Wales and beyond

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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
- Extend the use and impact of the Catch Up interventions:
 - in 'other settings'
 - by increasing 'other deliverers'
 - by 'extending the use of complementary resources'



England

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England

Since 2010, we have seen a changing context in England – similar to that in Wales. The key changes have been:

- Targeted funding to reduce the impact of poverty on attainment (the Pupil Premium)
- 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
- 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

- Catch Up has adapted the strategy of working with LA advisory staff to marketing to individual schools
- Appointed Head of Marketing Julia Dance in 2012

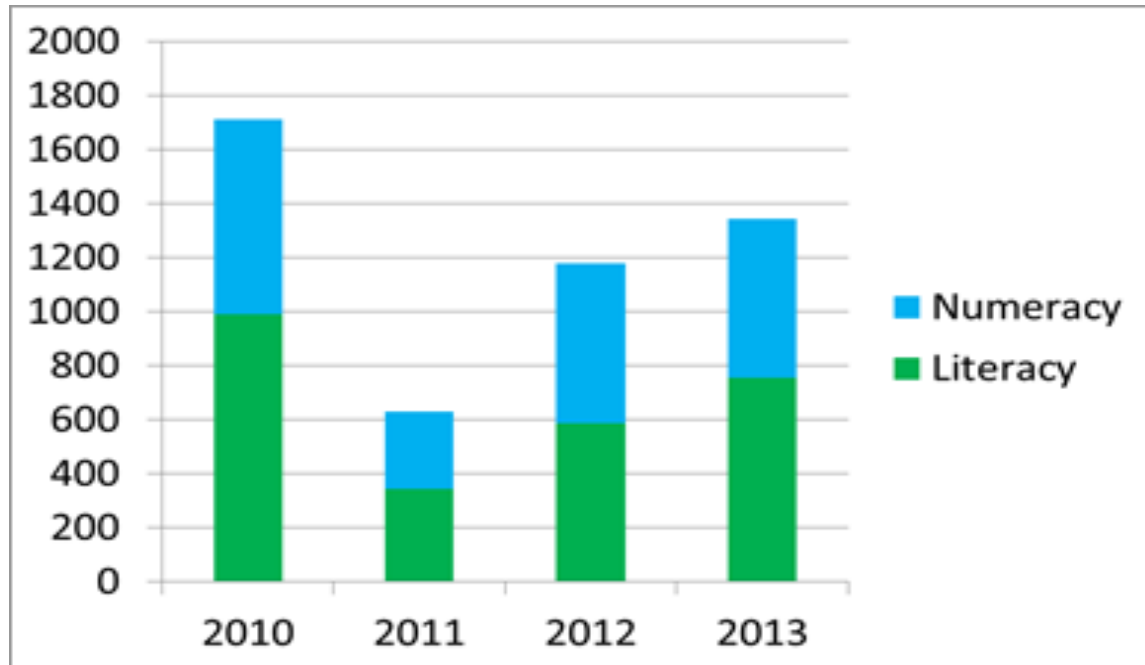
Communications and marketing

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!

England



Catch Up trainees – total England

Review 2010-2014



Outside England and Wales

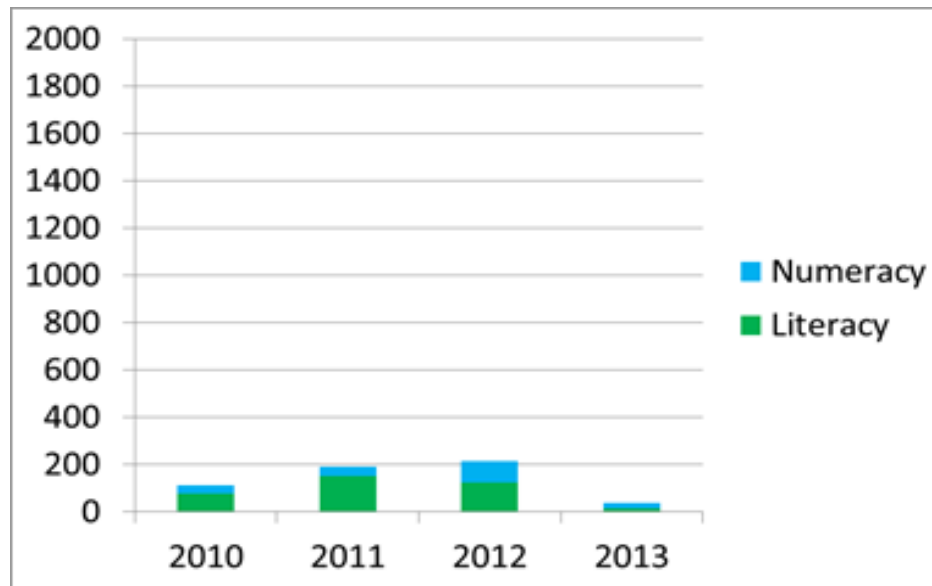
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Outside England and Wales

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)

Review 2010-2014

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'

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



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

Catch Up Numeracy – video clip (Welsh medium)

Strategic use of Catch Up

Working in Consortia

Update

GwE, North Wales Consortium

Siwan Meirion

(Uwch Arweinydd System/Senior System Leader)

Dyfal Donc o fewn y rhanbarth

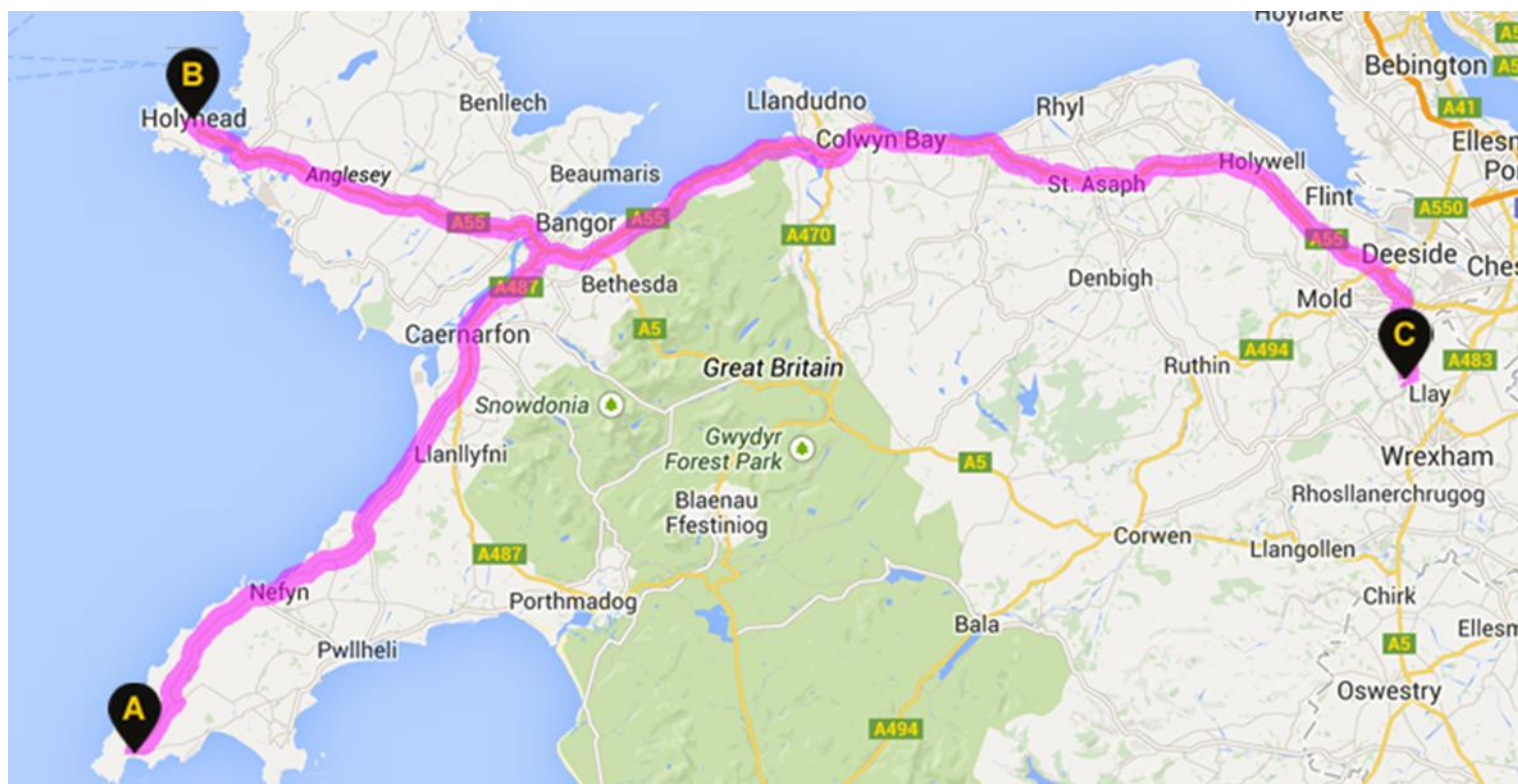
Catch Up in the consortium



Cefndir a chyd-destun

Background and context





Cyn GwE *Before GwE*

- Dyfal Donc yn y 6 ALI
- 4 CUAT yn gweithio yn yr ALI
- Anghysondeb

- *Catch Up in all 6 LAs*
- *4 CUATs working within LAs*
- *Inconsistency*



Pam cytundeb consortiwm?

Why a consortium agreement?

- Sicrhau cysondeb
- Cyfle cyfartal
- Cost
- *Securing consistency*
- *Equal opportunity*
- *Cost*



Beth rydym ni'n ei wneud?

What do we do?

- Cynnig hyfforddiant yn rheolaidd
- Trefnu a chyflwyno hyfforddiant – llythrennedd a rhifedd, yn y Gymraeg a'r Saesneg
- Cadw bas-data
- Gwybodaeth i Ymgynghorwyr Her
- *Regularly offer training*
- *Organise and deliver training – literacy and numeracy, in both Welsh and English*
- *Keep a data-base*
- *Inform Challenge Advisors*



Manteision *Benefits*

- Trosolwg rhanbarthol
 - Ymgynghorwyr Her gwybodus
 - Ysgolion ac ALL hapus
- *Having a regional overview*
 - *Informed Challenge Advisors*
 - *Happy schools and LAs*



Heriau Challenges

- Monitro – ar lefel ranbarthol ac o fewn ysgolion
- Sicrhau cysondeb
- Cefnogaeth
- *Monitoring – on a regional and school level*
- *Securing consistency*
- *Support*



Vision for the future

South West and Mid Wales Consortium

Alan Edwards (Regional Lead for Literacy and Numeracy) and colleagues



ERW's Vision for Catch Up

Gweledigaeth ERW ar gyfer Dyfal Donc

The Structure of ERW

Strwythur ERW

- 3 Hubs
 - Western Hub
 - Northern Hub
 - Eastern Hub
- 3 Hwb
 - Hwb Gorllewinol
 - Hwb Gogleddol
 - Hwb Dwyreiniol

Why Catch Up? / Pam Dyfal Donc?

- Recognised intervention by Welsh Government
 - Guidance for literacy and numeracy catch-up programmes (2012)
- To increase the range of interventions available to ensure best match to pupil needs.
- Monitoring is built into the structure. This enable the Region to QA more efficiently
- Ymyrraeth gydnabyddedig gan Lywodraeth Cymru
 - Arweiniad ar gyfer rhaglenni dal i fyny llythrennedd a rhifedd (2012)
- Cynyddu ystod yr ymyraethau sydd ar gael i sicrhau eu bod yn cyd-fynd ag anghenion disgyblion.
- Monitro yn cael ei adeiladu i'r strwythur. Bydd hyn yn galluogi i'r Rhanbarth Sicrhau Ansawdd yn fwy effeithlon

Why Catch Up? / Pam Dyfal Donc?

- High quality support from the Catch Up Community
- Research evidence show impact
- Withdrawal time is kept to a minimum, creating a more inclusive approach
- Provides LSAs with high quality and accredited professional development
- Cymorth o ansawdd uchel gan y Gymuned Catch Up/Dyfal Donc
- Tystiolaeth ymchwil yn dangos effaith
- Amser tynnu yn ôl yn cael ei gadw i'r isafswm, gan greu ymdriniaeth fwy cynhwysol
- Rhoi datblygiad proffesiynol o ansawdd uchel ac achrededig i Gynorthwyr Cymorth Dysgu



Catch Up Development in ERW ...

Datblygiad Dyfal Donc yn ERW

- A number of Carmarthenshire schools have used Catch Up for a number of years.
- Impact from this encouraged Pembrokeshire
- Eva, Alan and Llinos are undergoing the training process to become CUATs.
- Mae nifer o ysgolion Sir Gâr wedi defnyddio Dyfal Donc am sawl blwyddyn.
- Mae effaith hyn wedi annog Sir Benfro
- Mae Eva, Alan a Llinos yn mynd trwy'r broses hyfforddi i ddod yn Hyfforddwyr Cymeradwy Dyfal Donc.

The Vision / Y Weledigaeth

- Western Hub
- Eastern Hub
- Northern Hub
- Hwb Gorllewinol
- Hwb Dwyreiniol
- Hwb Gogleddol

Literacy / numeracy

Llythrennedd / rhifedd

- Make use of concrete resources already in schools
- Embed cross curricular practice
- Online booklist
- Defnyddio adnoddau cadarn sydd eisoes o fewn ysgolion
- Mewnosod arfer trawsgwricwlaidd
- Rhestr lyfrau ar-lein

The long term plan

Y cynllun tymor hir

- To use the regional expertise of the CUATs to work in line with the Catch Up regional training centres approach being used in England.
- Training session will be held on a regular basis across the region to engage as many trainees as possible.
- Defnyddio arbenigedd rhanbarthol Hyfforddwyr Cymeradwy Dyfal Donc i weithio yn unol ag ymdriniaeth canolfannau hyfforddi rhanbarthol Dyfal Donc sy'n cael eu defnyddio yn Lloegr
- Cynhelir sesiwn hyfforddi yn rheolaidd ar draws y rhanbarth i ymgysylltu cynifer o hyfforddeion â phosibl.

How can we ensure high quality delivery / Sut y gallwn ni sicrhau cyflwyniad o ansawdd uchel

- Update sessions, workshops and surgeries will be held across the region to ensure high quality delivery of the intervention and fidelity to the programme.
- QA visits to schools will be part of the ongoing Regional challenge and support framework .
- Bydd sesiynau, gweithdai a chymorthfeydd diweddarau yn cael eu cynnal ar draws y rhanbarth i sicrhau cyflwyniad o ansawdd uchel ar yr ymyrraeth a ffyddlondeb â'r rhaglen.
- Bydd ymweliadau Sicrwydd Ansawdd ag ysgolion yn rhan o'r fframwaith herio a chymorth Rhanbarthol parhaus.

Next Steps 2015-2019



Revised Mission:

‘To address literacy and numeracy difficulties that contribute to underachievement’

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

Overall Aim

- Build on:
 - Marketing successes in England
 - Relationships with Consortia in Wales
 - Rigorous research
- Maximise:
 - Database/web opportunities
 - Catch Up capacity, within an agreed budget

Next Steps 2015 -19

Next steps 2015-2019

Strategic Aims:

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

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 literacy and numeracy difficulties
that contribute to underachievement*



INVESTOR IN PEOPLE

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National
Training Awards