

The logo for Catch Up, featuring the words "Catch Up" in a serif font with a registered trademark symbol (®) to the upper right of the "p".

CatchUp[®]

Catching up with Catch Up Conference

16th September 2015 – Cardiff University

*'Working to address literacy and numeracy difficulties that
contribute to underachievement'*



INVESTOR IN PEOPLE

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Catch Up Ltd is an endorsed charitable institute ABN: 62154644498



National
Training Awards

Catching up with Catch Up Conference

Welcome and introduction

Sioned Bowen (Caxton Trust)

Graham Sigley (Catch Up Deputy 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
- To give you a chance to 'catch up' with colleagues!

Conference Outline

- The context – Literacy and Numeracy in Wales
- Celebrating Catch Up Excellence
- Excellence Award Case Study (1)
- Break
- Excellence Award Case Study (2)
- The Big Picture – Wales and beyond
- Strategic use of Catch Up
 - Working in Consortia
 - The Regional Training Centre
- Catch Up Action Plan (2015 -19)
- Lunch

Catching up with Catch Up



Mission:

**To address literacy and numeracy difficulties
that contribute to underachievement**

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

Excellence Awards



Bronze

Excellence Awards



Silver

Excellence Awards



Gold

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

Wales – September 2014 onwards.....

- Llanhari Primary School
- Cwmlai Primary School
- Ysgol Emrys ap Iwan
- Coedpenmaen Primary School
- Wat's Dyke School
- Ysgol Caer Drewyn



Catch Up Excellence Awards

2014-2015

Presentation of certificates

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Excellence Awards

CatchUp[®]

Bronze

Bronze Award

- Llanhari Primary School
- Cwmlai Primary School

Catch Up Excellence Awards

Excellence Awards

CatchUp[®]

Silver

Silver Award

- Ysgol Emrys ap Iwan

Catch Up Excellence Awards

Excellence Awards



Gold

Gold Award

- Coedpenmaen Primary School
- Wat's Dyke School
- Ysgol Caer Drewyn

Catch Up Excellence Awards

Excellence Awards

CatchUp[®]

Bronze

Excellence Awards

CatchUp[®]

Silver

Excellence Awards

CatchUp[®]

Gold

**GRAND TOTAL OF 39 AWARD-WINNING
SCHOOLS IN WALES!!!!!!!**

(UK grand total – 47)

Catch Up Excellence Awards



Catch Up in Action

Excellence Award Case Study (1)

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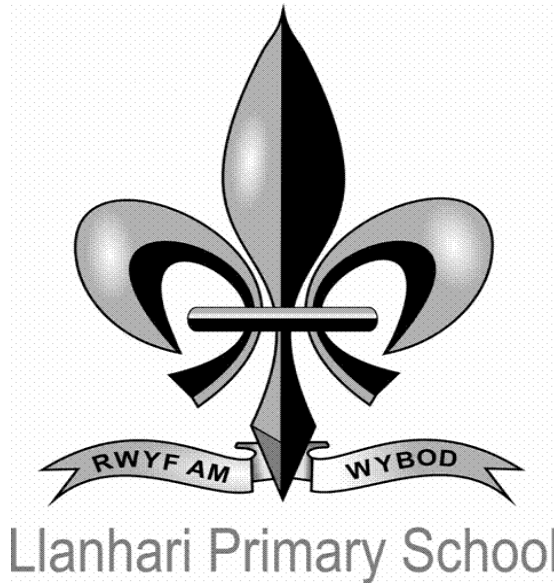


Catch Up in Action

Llanhari Primary School

Mrs Emma Coates (Head Teacher)

Catch Up in Action



Excellence Award Case Study

Llanhari Primary School

Aims:

- To develop a warm caring secure environment which encourages each pupil to recognise their value both as an individual and a member of the school community.
- Each child is encouraged to develop his / her fullest potential in a happy, caring, stimulating atmosphere.
- We aim to ensure pupils acquire the necessary basic skills for life and consequently the curriculum will enable the child to:
 - Read, write and speak effectively
 - Use number and other mathematical concepts effectively
 - Understand the world in which we live, groups and nations and appreciate human achievement.
 - Be aware of the national heritage of Wales
 - Develop respect for religion and cultures.



Catch Up in Action

Background/context

Background/Context

- Llanhari Primary School is a village school in Rhondda Cynon Taf.
- The school has an average of 28% free school meals and children come from a mixed background.

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Catch Up in Action

Why we chose Catch Up

Why we chose Catch Up

- Catch Up was introduced to the school as a Local Authority-wide project in 2006
- The coordinator of the project for the Local Authority at the time is now our Head Teacher (Emma Coates), so Catch Up continues to have a high priority and is fully embedded in the school
- Excellent gains every year from our children receiving Catch Up intervention.
- The one-to-one sessions suit our children and we have built up a comprehensive range of reading material.

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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	Time table		
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	Raise 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

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Catch Up in Action

Catch Up Literacy

Catch Up in Action

- In 2006, RAISE funding enabled us to employ a LSA specifically to deliver Catch Up sessions.
- Funding continues from school budget and PDG.
- The fantastic results over subsequent years ensured that the intervention kept its place, and even grew, throughout the school.
- We now have 5 LSAs who have received Catch Up training, with 3 of them delivering sessions on a regular basis to pupils from Year 2 through to Year 6.
- Pupils are selected using the results from the Salford Sentence Reading Test (conducted twice a year), National test data and by working closely with class teachers to meet pupils' individual needs.

Catch Up in Action

- Pupils taken onto the scheme do not always fit into the -6 to -18 month bracket, (as was the original LA project criteria).
- Over the years, Catch Up has proven to be an effective intervention for pupils with Reading Age gaps as large as -48mths, and we have been fortunate to be able to facilitate such pupils where an individual one-to-one session had been deemed to be the most appropriate method of support based on their history, personality or specific needs.

Catch Up in Action

- Parents are always informed in writing when their child has been allocated a place and are invited to informal meetings if they would like more information.
- Coffee mornings and workshops are held to showcase the Catch Up project to all parents.
- However, Catch Up is now so well established, that parents are more than happy for their child to be included!

Catch Up in Action

- Each LSA creates their own timetable to accommodate the two sessions per pupil, per week.
- Whilst timetables are adhered to, and the importance of Catch Up is recognised throughout the school, there is an element of flexibility and good communication between the LSAs and class teachers to ensure that everything runs smoothly.

Catch Up in Action

- Our chosen LSAs have a love of reading which they endeavour to pass on to the pupils.
- They attempt to make every session fun and stress free.
- They have a fantastic rapport with the children and truly care about their progress!

Catch Up in Action

- The scheme is well resourced with a huge selection of books and any concerns can be discussed with class teachers or the SEN teacher.
- Catch Up observations are conducted annually by the Head, using the Catch Up monitoring forms.

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Catch Up[®]

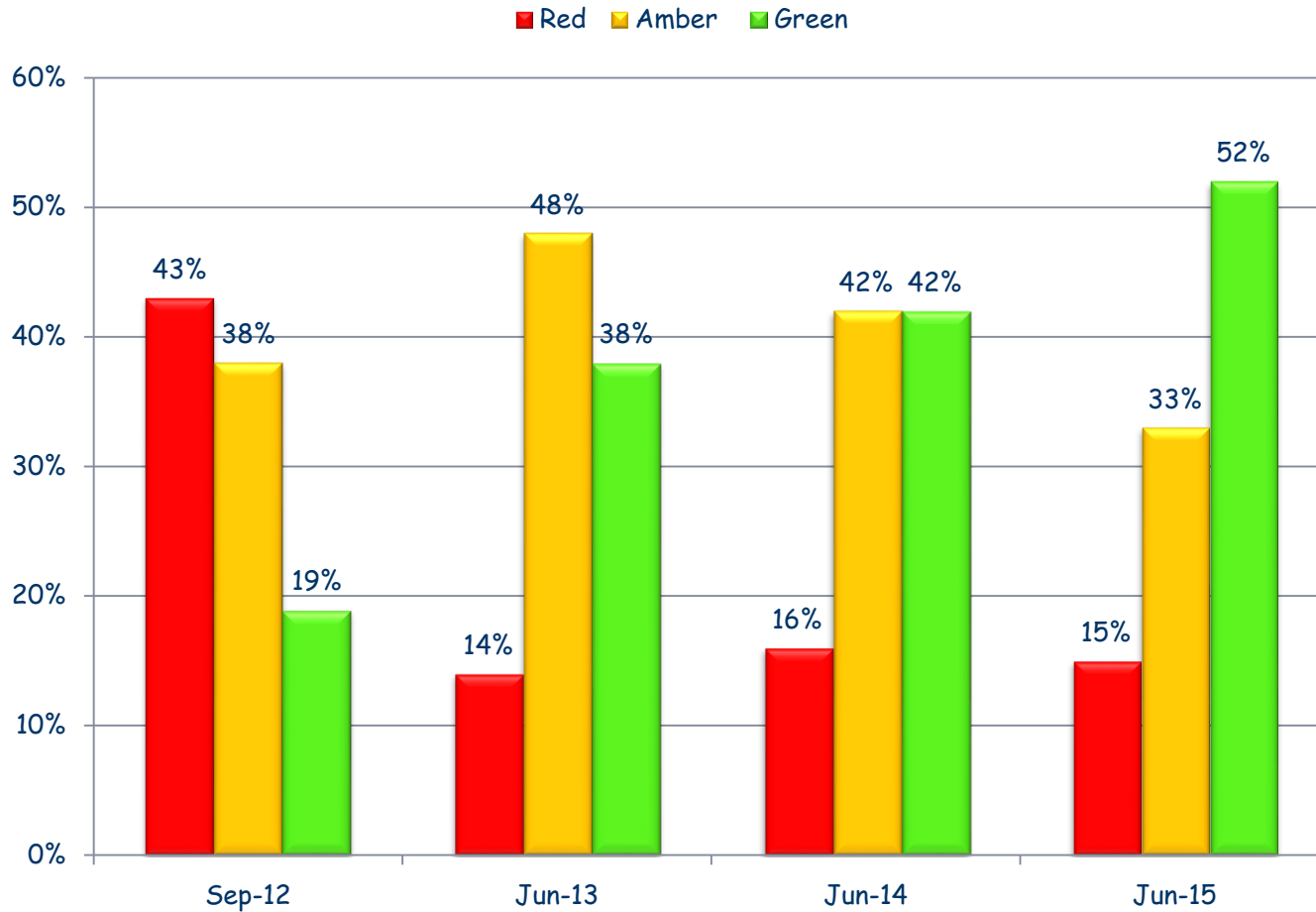
Catch Up in Action

The impact

The impact: school and staff

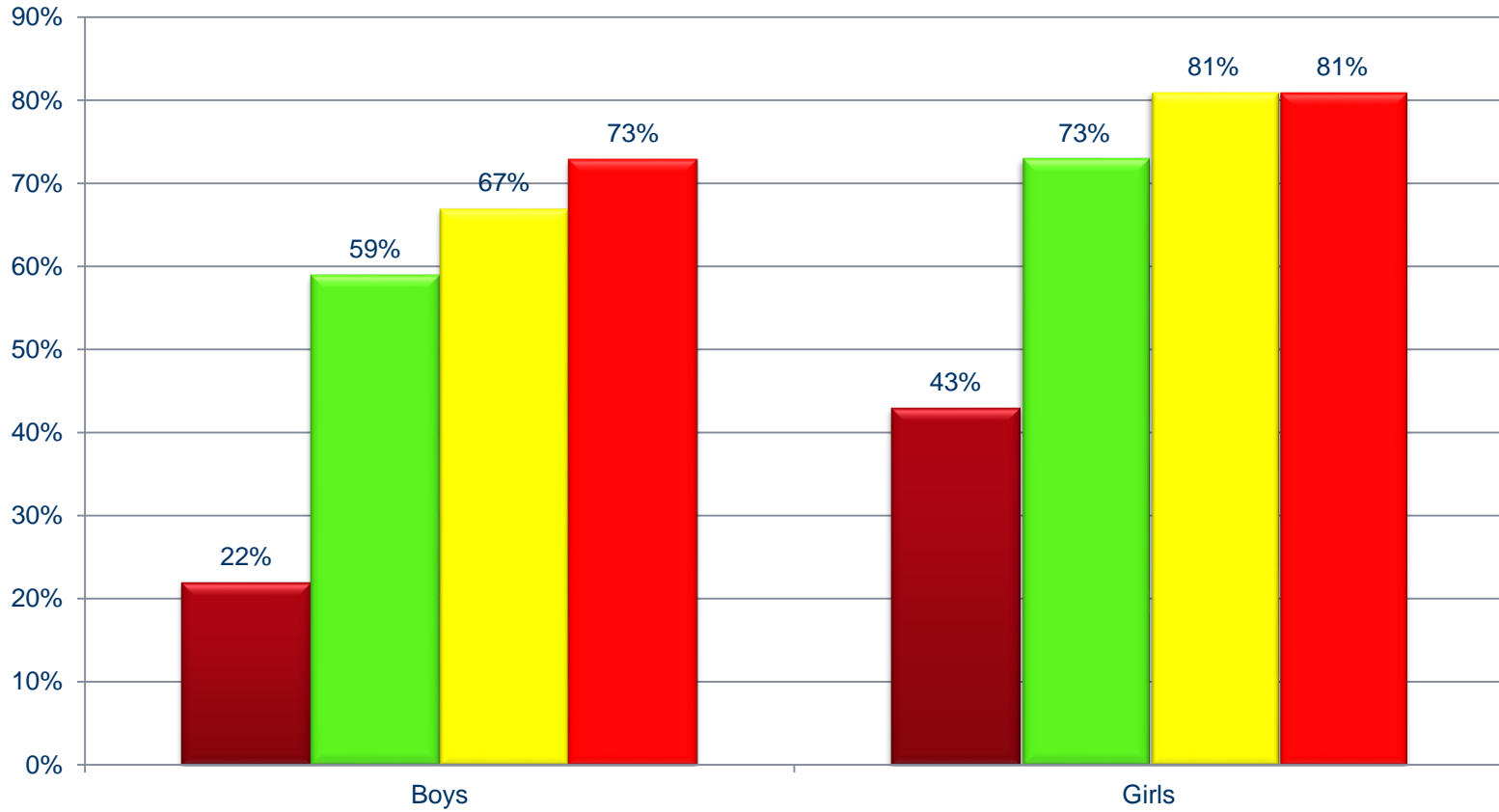
- Staff know that the support is available for their pupils
- Embedded into the provision for ALN
- Reading ages have improved:
 - September 2012, 33% pupils with RA above CA
 - July 2015, 77% pupils with RA above CA

Reading age traffic light comparisons



Percentage of children with reading ages above their chronological age.

■ Sep-12 ■ Jun-13 ■ Jun-14 ■ Jun-15



The impact: parents and carers

- Parents have attended Catch Up workshops
- Positive attitudes to the project
- Supports parents reading with their children at home
 - Catch Up reading guides
 - Parent Council guides

The impact: learners

- Average gains were **double the rate of progress** of typically developing learners
- Gains were double the rate each year.

- Improved Wellbeing
- Confidence!!!

The impact: learners

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 Literacy

The impact – pupil case study

- Child A joined Llanhari Primary in September 2013, with a reading age of 5y 07m – 26 months behind her chronological age of 7y 09m.
- Although Child A had fairly good phonic knowledge, and was able to recognise a high proportion of the sight words on Catch Up Word Lists 1 & 2, she did not appear to have the techniques to decode any unfamiliar words.
- As a new pupil to the school, Child A was extremely timid and lacking in confidence. It was decided that Catch Up was the best intervention to suit her needs.

The impact – pupil case study

- Child A truly flourished during her Catch Up sessions and quickly learned a variety of techniques to help her with any new or tricky words.
- She really enjoys reading now and is always keen to discuss the stories.
- In her last Salford Test (June 14), Child A achieved a Reading Age of 8y 00m – just 7 months behind her chronological age – an overall gain of 29 months!
- In last Salford Test (June 15) - +6 months!



Break

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Catch Up in Action

Excellence Award Case Study (2)

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Catch Up in Action

Ysgol Emrys ap Iwan Case Study

Anne Hickey (Literacy Intervention Supervisor)

Catch Up in Action



Excellence Award Case Study



Catch Up in Action

Background/context

Catch Up in Action

- **Emrys ap Iwan is a secondary school situated in Abergele.**
- **There are approximately 1140 learners on roll; 27% are registered and claim FSM, and 23% of learners are on the ALN register.**
- **The mission statement, ‘Dare to Achieve’, demonstrates the school’s dedication to the success of every learner.**

Catch Up in Action

- **The school is committed to excellent teaching through the Teacher Effectiveness Enhancement Programme, to ensure all learners are challenged and supported in every lesson.**
- **A number of interventions have been implemented at various levels to support our learners.**
- **Catch Up Literacy and Catch Up Numeracy are two of the interventions used in our intervention programme.**

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Catch Up in Action

Why we chose Catch Up

Catch Up in Action

- **The course is highly structured.**
- **Resources support whole school literacy.**
- **The course allows the Catch Up staff to diagnose specific weaknesses in learners and allows them to inform relevant staff on future interventions.**

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Catch Up in Action

**How Catch Up is
organised/coordinated**

Catch Up in Action

- **Catch Up Literacy and Catch Up Numeracy are well established within the school.**
- **A Catch Up coordinator oversees the interventions, which are implemented by two staff that are trained to deliver them.**
- **The school has two designated areas for the provision, the Literacy Hub and Access for Numeracy.**

Catch Up in Action

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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	Use 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

- **The school maps literacy and numeracy intervention for all learners through five ‘waves’**
- **Learners are identified through standardised reading scores and put in to the appropriate wave**
- **The SENCo and other staff responsible for interventions meet on a termly basis to discuss the progress of learners and the potential for them to progress to the next wave.**

Catch Up in Action

- **Learners in Wave 1 and Wave 2 have standardised scores of 85 and below and 86-90, respectively**
- **Once the learners have been identified, parents are informed about the intervention that their son/daughter will follow and staff are available to discuss this with them**
- **Learners in Wave 2 are put onto the Catch Up intervention**

Catch Up in Action

- **The trained Catch Up staff plan a timetable of interventions and the learners are withdrawn from lessons twice a week. This is clearly marked on their timetables so they know when they have their Catch Up sessions and which room they are in.**
- **Files are kept by the Catch Up staff to ensure they are up to date**
- **Progress of learners is monitored on our own school tracking system and Catch Up tracking forms.**

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Catch Up in Action

The impact

The impact: learners

- **Improved literacy and numeracy skills.**
- **Improved confidence amongst learners in their ability to read and write across the curriculum.**
- **Learners can track their own progress and are therefore more likely to engage in the programme.**

The impact: parents and carers

- **Raised confidence in a nationally recognised programme.**
- **Parents are more supportive of their child and more readily engage with their child's reading at home.**
- **Parents are more proactive in monitoring their child's progress through the programme.**

The impact: school

- **An improved relationship between home and school to foster a more supportive approach.**
- **An improved attitude in learners making them more willing to engage in all lessons.**
- **Positive impact on our National Reading Test scores.**



Catch Up in Action

The impact – pupil case study

Catch Up Numeracy

The impact – pupil case study

- **Learner B has completed phase 1 of the Catch Up Numeracy intervention.**
- **The intervention has helped this learner to become confident about handling numbers and dealing with maths problems.**
- **It's quite clear that he's become far more comfortable with answering verbal questions.**

The impact – pupil case study

- **When the learner began Catch Up Numeracy in February, his chronological age was 11 yrs 6 mths and his maths age was 9 yrs 9 mths**
- **By July, his maths age had risen to 10 yrs 7 mths**
- **In just 5 months he had made a +10 months gain**
- **He had also progressed by 6 Catch Up levels**

The impact – pupil case study

- **The Catch Up approach has allowed the learner to build on the work previously done**
- **He was often able to use methods and techniques used previously to help him answer the tasks set**
- **I would often see the learner demonstrate a clear awareness of the methods and skills needed to complete a task**

The impact – pupil case study

- **The learner says that since he began the intervention he also feels more confident in his maths class either when offering verbal answers or doing the work set.**

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 Success in Wales

Graham Sigley

Catch Up Deputy 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

Training in Wales

- Trainees in Wales make up more than a third of the total trained by Catch Up
- 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')

Training in Wales

- 11 Catch Up Accredited Trainers in Wales
- 3 trainee trainers
- Delivering training in Welsh and/or English
- Mostly LA/Consortia advisory staff – enabling embedding and sustaining of Catch Up



Strategic use of Catch Up

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Strategic use of Catch Up

- Historically, worked closely with a strong network of LA coordinators
- Continued this approach with the move to Consortia
- Complemented by South Wales Regional Training Centre (RTC)

Number of Catch Up 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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Trainees

Grand total?

More than

22,000!!!

How many learners have
been helped?

.....over half a million
struggling learners

helped over the last 13 years!!

Strategic use of Catch Up

Working in Consortia

Update

GwE, North Wales Consortium

Siwan Meirion

Uwch Ymgynghorydd Her a Chefnogaeth /
Senior Challenge and Support Advisor



Tuag at Ragoriaeth
Towards Excellence

Dyfal Donc o fewn y rhanbarth

Catch Up within the consortium

Siwan Meirion
Uwch Ymgynghorydd Her a Chefnogaeth
Senior Challenge and Support Advisor



Tuag at Ragoriaeth
Towards Excellence

Cynnydd ers Medi 2014

*Progress
since
September
2014*





Tuag at Ragoriaeth
Towards Excellence

Beth rydym ni'n ei
wneud?

- Cynnig hyfforddiant yn dymhorol mewn ymateb i anghenion/ceisiadau gan ysgolion
- Cadw basdata rhanbarthol o'r hyfforddai/ysgolion
- Rhannu gwybodaeth efo'n Ymgynghorwyr Her

What do we do?

- *Offer training on a termly basis in response to schools' needs/requests*
- *Keep a regional database of all trainees/schools*
- *Share information with our Challenge Advisors*



Tuag at Ragoriaeth
Towards Excellence

Beth sy'n newydd/yn well?

- Rhaglen hyfforddi mwy cyson
- Cysondeb rhanbarthol
- Partner Cynorthwyol Arweiniol Dyfal Donc
- Ymgynghorwyr Her mwy gwybodus
- Ffordd wahanol o dargedu rheolwyr!

What's new/better?

- *A more settled training programme*
- *Regional consistency*
- *A lead Associate Partner for Catch Up*
- *Better informed Challenge Advisors*
- *A different way of tackling managers!*



Tuag at Ragoriaeth
Towards Excellence

Camau nesaf

- Ysgolion Cyd-arweiniol Dyfal Donc

Next steps

- *Catch Up Co-Leading Schools*



Tuag at Ragoriaeth
Towards Excellence

Heriau sy'n parhau:

- YH newydd
- Diffyg sefydlogrwydd mewn ysgolion ac o fewn y gyfundrefn yn gyffredinol

Challenges that remain?

- *New CA*
- *Lack of stability in schools and in the wider system*



GwEGogledd.Cymru
GwENorth.Wales



GwEGogledd.Cymru
GwENorth.Wales

Strategic use of Catch Up

Working in a Regional Training Centre

Debbie Rowan, Catch Up Accredited Trainer

Why a Regional Training Centre?

- To offer back-to-back Catch Up Literacy and Catch Up Numeracy training each term in CSC and South East Wales Consortia within easy access for most school staff where no Consortia agreements currently in place
- Complemented by school-to-school networking, with Dyfal Donc requirements being met where required
- To provide further opportunities for ongoing regular support

Catching up with Catch Up

What has happened so far?

- Catch Up training held centrally at Ty Dysgu during the Spring and Summer term 2015
- Communications to schools re the training via:
 - CSC training handbook
 - CSC newsletters
 - Literacy/numeracy coordinator network meetings
 - Catch Up directly
 - Cross-consortia communications
- 52 trainees to date!

What next?

- 23 trainees already booked onto Autumn term training
- Review sessions will also run during the Autumn term
- Developing a range of additional supportive opportunities to run in 2016, including supportive/training role of Catch Up Champions at school-to-school level
- Exploring the possibility of running training and support events in Catch Up 'Excellence' schools

CATCH UP ACTION PLAN 2015 – 2019

STRATEGIC OVERVIEW AND UPDATE

Catch Up Mission Statement and targets

Mission:

To address literacy and numeracy difficulties that contribute to underachievement

Action Plan 2015 to 2019

Catch Up Mission Statement and targets

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 in either intervention both from existing Catch Up organisations and new organisations

*At least one trainee ** The Coordinator making use of the 'Extended support package' which is to be developed

Action Plan 2015 to 2019

Catch Up Mission Statement and targets

- The strategic aims are ‘stretched targets’
- Set as a strategic tool to maximise the step change that we feel needs to be and can be made
- They will be subject to there being no major negative changes in the wider environment, e.g. another recession
- **NO PENALTIES IF WE DON'T ACHIEVE THEM!!**
- The development and implementation of this Action Plan will be monitored on an ongoing basis and reviewed annually

Action Plan 2015 to 2019

Catch Up Mission Statement and targets

- Support from the **Social Business Trust**, who, after extensive due diligence, have chosen us as one of the 12 charities they want to support.
- The Social Business Trust is a charity funded by world class businesses that support established UK charities to scale-up their impact.

Action Plan 2015 to 2019

Strategic Key Developments

- Establish Regional Training Centres in England and in Wales where appropriate
- Optimise marketing activities
- Launch new website and internal IT system
- Develop richer and more engaging content for existing customers
- Review Pricing Strategy

CATCH UP NEWS!

New Website!!!!

New website, booking system and database:

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

Catch Up news

Numeracy Digital Games

- Additional resources - Catch Up Digital Games
- The work to revise the Catch Up Numeracy Digital Games is now underway
- Successful bid to the Welsh in Education Unit for funding for a Welsh medium version
- The first version of the full set of 30 Welsh digital games is now complete and has been trialled in a number of Welsh medium schools.
- The data collection process is now being completed, along with game play guidance in English and Welsh.

CATCH UP ACTION PLAN 2015 – 2019

NEXT STEPS

Catch Up Mission Statement and targets

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 in either intervention both from existing Catch Up organisations and new organisations

*At least one trainee ** The Coordinator making use of the 'Extended support package' which is to be developed

Action Plan 2015 to 2019

Catch Up Mission Statement and targets

**So we can help as many
struggling learners as
possible!**

Action Plan 2015 to 2019

Congratulations!

Our warmest congratulations to Alan Evans on being awarded the OBE for his services to Education.

Congratulations!



www.catchup.org

*An independent charity:
Working to address literacy and numeracy difficulties
that contribute to underachievement*



INVESTOR IN PEOPLE

Catch Up is a not-for-profit UK registered charity: 1072425
Catch Up is a registered trademark
Catch Up Ltd is an endorsed charitable institute ABN: 62154644498



National
Training Awards