

# Year 7 Catch up Funding

## 2018-19 Impact of intervention

Interventions for catch-up students overlap with PP catch-up interventions. Funding is tracked per pupil and intervention.

Academic year		2018/19			
2018/2019 £6076 26 students eligible for catch-up interventions. Students below NS: Maths 18, Reading 13, Both 5					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Impact of intervention	Lessons Learnt	Cost
Improved Year 7 literacy progress	Small targeted classes and high-quality teaching and learning with specialist teachers.	The Sutton trust research identifies that the impact of standards of teaching and learning are more pronounced on PP students. The standards of T&L across the English department are outstanding and with those PP students who require greater literacy support and catch up students we select the most appropriate teaching staff, provide English coach support and ensure that group sizes are small so that students can achieve targeted and differentiated high quality teaching.	<u>Residual for all students</u> Dec 2018: 0.47 July 2019: 0.53  <u>Residual for catch-up reading students</u> Dec 2018: -2.27 July 2019: -1.86	Aim for greater stability in staffing lower sets. The employment of an additional teacher will aid this.	£3000 from catch-up funding.
Improve Year 7 mathematics progress	High quality teaching and learning with specialist teachers.	The Sutton trust research identifies that the impact of standards of teaching and learning are more pronounced on PP students. The standards of T&L across the maths department are good and often outstanding.	<u>Residual for all students</u> Dec 2018: 1.03 July 2019: 0.71  <u>Residual for catch-up Maths students</u> Dec 2018: -0.63 July 2019: -0.94	Increasing the number of maths teaching groups to enable smaller class sizes with LPA students has a positive impact on progress and attainment. Maths coach will support all year.	£3000 from catch-up funding.

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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Impact of Intervention	Lessons learnt	Cost
Improved Year 7 literacy progress	Magic spell Pixl code Reading Comprehension (4 weeks) Precision teaching	Previous experience has shown us that these interventions support students to improve their reading and spelling. The flexibility of a range of interventions means that specific needs can be targeted and varied for the student. 2017-18 <b>Precision teaching</b> 50%-100% increase in accuracy across all 15 probe areas <b>Reading assistant</b> all students showed improvements in Phonics testing in year 7 and WCPM recognition. In year 8 50% students showing 76% progress towards WCPM target, similar results in year 9.	5/13 have an English COTTA above target 6/13 have an English COTTA on target	The following interventions will run next year: 1:1 with Year 7 through to 11. Magic spell is used by Learning Assistant. Lucid Comprehension Booster.  Improve tracking in SIMS  SENCO and English FL to discuss further support.	Included in the £3000 above
Improve year 7 maths progress	Small group interventions  Breakfast club (Maths tutor and 6 <sup>th</sup> form mentors)  Wednesday lunch club	Numeracy skills tests are used to identify individual students' specific needs and regular interventions during the week in addition to timetabled maths lessons allow these to be developed.	7/20 have a Maths COTTA above their target 12/20 have a Maths COTTA on their target Lunch club and small group intervention did not continue due to a change in the role of the Maths coach. All but 3 out of 18 students progressed to a COTTA of a 4 or higher as a result of breakfast club.	Breakfast club continued through to the end of the year and will be replicated next year. New SoW in Y8 to support further catch up.  Improve tracking in SIMS	Included in the £3000 above

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1. Planned expenditure					
Academic year		2019/20			
2019/2020 £6000 (TBC)					
29 Students in total (20 in Reading, 22 in Maths, 13 in both Reading and Maths)					
i. Quality of teaching for all					
Desired outcome	Chosen approach	What is the evidence and rationale?	Implementation	Staff lead	Review?
Improved Year 7 literacy progress	Small targeted classes and high-quality teaching and learning with specialist teachers. (New English/Media teacher employed)	The Sutton trust research identifies that the impact of standards of teaching and learning are more pronounced on PP students. The standards of T&L across the English department are outstanding and with those PP students who require greater literacy support and catch up students we select the most appropriate teaching staff and ensure that group sizes are small so that students can achieve targeted and differentiated high quality teaching.	Faculty leader for English creates grouping and select staffing.	FL English	Termly through school data collection
Improve Year 7 mathematics progress	High quality teaching and learning with specialist teachers and smaller class sizes for those eligible for catch-up funding.	The Sutton trust research identifies that the impact of standards of teaching and learning are more pronounced on PP students. The standards of T&L across the maths department are good and often outstanding and group sizes are adjusted to support those eligible for catch-up.	Faculty leader for Maths creates grouping and select staffing.	FL Maths	Termly through school data collection

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ii. Targeted support					
Desired outcome	Chosen approach	What is the evidence and rationale?	Implementation	Staff lead	Review?
Improved Year 7 literacy progress	1:1 with Year 7 through to 11. Magic spell is used by Learning Assistant. Lucid Comprehension Booster.	Interventions that we have capacity to sustain and have previously shown positive impact.	Interventions set up and monitored through SIMS.	Faculty Leader and Learning Assistant.	Half termly
Improve year 7 maths progress	Breakfast club (purchase of 15 KS2 SATS Buster – Arithmetic at a cost of £1.87 per unit) Additional lessons Maths mentoring	Interventions that we have capacity to sustain and have previously shown positive impact.	Interventions set up and monitored through SIMS. Newly employed Maths coach to ensure specialist implementation.	KS3 maths coordinator	Half termly