

Year 7 Catch up Funding Review 2019-20

2018-19 Impact of intervention

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

1. Planned expenditure					
Academic year		2019/20			
2019/2020 £6000 (based on previous year's funding) 28 Students in total (19 in Reading, 21 in Maths, 12 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/ Impact
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	10/19 pupils were making higher than expected progress by March 2020 (last available data drop before school closure). Smaller groups are allowing for more targeted teaching to support catch-up. The impact of this is hard to measure at the moment due to school closure from March.
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	11/21 pupils were making higher than expected progress by March 2020 (last available data drop before school closure). Nov 2019: PP students making same progress as all students on numeracy benchmark tests (up by 22% from start). 10/21 are Maths catch up and PP. Smaller groups are allowing for more targeted teaching to support catch-up. The impact of this is hard to measure at the moment due to school closure.

Year 7 Catch up Funding Review 2019-20

ii. Targeted support					
Desired outcome	Chosen approach	What is the evidence and rationale?	Implementation	Staff lead	Review/ Impact
Improved Year 7 literacy progress	1:1 coaching with Year 7 through to 11. Magic spell is used by Learning Assistant. Lucid Comprehension Booster. Y7 reading/ mentoring with Y12/13. 13 students (all catch-up students) – started Jan 2020	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.	School closure prevented these interventions from being completed and an outcome being recorded. Y7 Breakfast club will run next academic year. <u>Magic Spell</u> 11/12 students partially achieved outcomes. 1 student had no outcome recorded.
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	<u>Breakfast club</u> Autumn (12/25 achieved targets). Spring (13 students, not completed due to school closure).