Year 7 Catch-up funding 2016-17

A Harte
July 2017

Year 7 Catch-up funding 2016-17

71 students came in to the cohort with a standardised score for their age of below 100 in Maths.
77 students came in to the cohort with a standardised score for their age of below 100 in English.

Priority	Strategies used to narrow the gap	budget	Part or whole costs	Impact on narrowing the gaps	Will it be continued in 2017/18
To raise the attainment of students who did not achieve Level 4 in Reading or Maths at KS2	Lexia software used for interventions: Phonics led reading skills development software. Interventions in Registration and through literacy withdrawal lessons.	£2.5k	Whole	On-going. Incremental progress identified for all students.	Yes – early intervention strategy to support reading
	Accelerated Reading software to close gaps in reading and to provide diagnostic reports to target precise intervention during reading lessons (English). Books were also purchased so support less able readers with 'age appropriate' topics and materials. The school then prioritises reading during tutor sessions and 10 minutes afternoon registration. AR software is available on all computers for quizzing to test and improve comprehension skills.	£0.5k	Whole	Overall, 54 of the 77 students made expected, above expected or significantly above expected progress in English including reading and comprehension.	Yes – early precise intervention strategy to support reading. Students enjoy the programme and reading ages improved. We also note a greater enjoyment and engagement in reading as pupils are reading age appropriate material.
	Spelling, Punctuation and Grammar Easter club – run by ENTRUST. Pupils were selected to improve literacy skills and promote greater engagement and enjoyment in lessons.	£3k	Whole	This was targeted at 13 students. 9 achieved expected progress in English 2 achieved higher than expected progress in English 1 achieved much higher than expected progress in English	No – this had impact in terms of engagement and encouraging students to be more engaged in subsequent lessons. Some students retained the information covered but it was difficult to assess the longer-term impact of this intervention over time.

	GL Assessments – these tests are used to get a base-line assessment starting point and to support targeted intervention with catch-up funding. They generate pupil specific data that is then used to target interventions accurately.	£1.6k	Part	See information below In the target group (13 students) 9 achieved expected progress in English 2 achieved higher than expected progress in English 1 achieved much higher than expected progress in English	Yes – Precision data is used by staff in 'know my class' section of SIMS to support personalised planning. This also enables us to group students correctly and then target support in in terms of Learning Mentors, teaching strategies and the Nurture Group.
	Intervention with a Learning Mentor – Learning Mentors are used for 'in-lesson' and 'out of lesson' support to support pupil progress and close gaps.	£7.2k	Part	See information below 9 achieved expected progress in English 2 achieved higher than expected progress in English 1 achieved much higher than expected progress in English	Yes – internal data alongside end of unit tests show incremental progress made during these sessions. Pupil confidence and engagement also increases.
	Summer Club – This one week programme reduces pupil anxiety on entry and supports transition, thus reducing the potential 'summer dip' in progress. Activities based around Science, Computer programming, communication, literacy and team building activities form part of the programme.	£0.4k	Part	See details below Funding aimed at 24 students.	To be decided – PIXL strategies under consideration. Parental feedback was highly positive particularly in terms of reducing anxiety in terms of transition. This enabled some of the students targeted by catch-up funding to 'hit the ground running' and access the curriculum on entry.
Total Spend					
Total budget	24 students X £500	£15.2k			

Overall impact 2016-17
Due to the changes and life without levels, standardised scores have been used to measure impact. The school uses GL tests at the start of the academic year and at the end to track progress. As these tests are external and use a consistent measure, this was used to gauge the impact of Y7 catch-up funding. This does result in greater numbers in the sample. More specific target group data has been provided above.
Maths – 71 students came in with a Maths standardised score of below 100 in the GL tests. After 1 year, 44 of these students had achieved expected, above expected or significantly above expected progress from this starting point.
English - 77 students came in with an English standardised score of below 100 in the GL tests. After 1 year, 54 of these students had achieved expected, above expected or significantly above expected progress from this starting point.

Overall impact 2015-16
Maths – 19 students came in with a KS2 Maths level below a level 4. 6 students were assessed at level 4 or above by the end of the academic year.
English - 18 students came in with a KS2 Reading level below a level 4. 11 students were assessed at a level 4 or above by the end of the academic year.

Overall Impact 2014-2015
Maths - 11 students came in with a KS2 Maths level below a Level 4. All students were assessed at level 4 by the end of the academic year.
English - 15 students came in with a KS2 Reading level below a level 4. 10 students were assessed at a level 4 by the end of the academic year.

Projections for 2017/18

The exact level of funding will be determined by our final intake in September 2017 and confirmation of SAT results.

Some of the plans below are dependent on the level of funding that will come into school.

Strategies to move students to Expected standards

Dedicated Transition Teacher to teach the nurture group to continue

Phonics teaching within the 'Nurture Group' to continue

Literacy Intervention through withdrawal work and in class support

Maths Intervention through withdrawal work and in class support

Lexia (spelling and reading) intervention (15 minutes a day)

Accelerated Reader Programme to increase engagement in reading and literacy

Comprehension programme to support Accelerated Reader Programme

The continued development of outdoor learning with a focus on Literacy and Numeracy.