

Year 7 Catch-up Funding Impact Report

Date last updated: 17th July 2019

Purpose: To account for the allocated funding dedicated to those students entering Year 7 below age-related expectations in either English or maths (or both). To assess the impact of this budget. This support is available now for the New Year 7 cohort, whilst systems are also in place to ensure that Year 8 students remain supported where needed.

Schools must publish:

- *their funding allocation for the current academic year*
- *details of how they intend to spend their allocation*
- *details of how they spent their previous year's allocation*
- *how last year's allocation made a difference to the attainment of the pupils who benefit from the funding*

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#year-7-literacy-and-numeracy-catch-up-premium>

Context:

Year	Number of students not meeting A.R.E.		Funding received (£)
	Reading	Maths	
Sep 2018 Y7	39	42	£13,948
July 2019 Y7	13	19	
Sep 2018 Y8	15	15	
July 2019 Y8	2	4	

Impact Report 2017-8

SUPPORT STRATEGIES	IMPACT	BUDGET ALLOCATION
<p>Students were identified to class teachers and this information was taken into account when arranging seating plans, planning lessons and assessing students' work with Personalised Learning Checklists.</p> <p>This will be based on:</p> <ul style="list-style-type: none"> • KS2 scores in Reading and Mathematics • Baseline tests for core subjects <p>Literacy: Year 7 students considered to be most in need were placed into a support group taught by KAN and supported by specialist TLAs. The Year 8 students were also placed into a group that received TLA support.</p>	<p>The most successful interventions were carried out in class. The school has invested in software to support seating, as well as targeting NSR classes with more experience teachers.</p> <p>The small support group led by KAN made progress in line with the rest of the cohort with the improvement in basic literacy skills being particularly successful as evidenced by their end of year exams.</p> <p>The schemes of learning for the year group were ordered with a clear focus on the building up of skills which allowed NSR pupils to create a strong skills foundation which could then be built upon.</p>	<p>£6000 TA, senior teacher and SENCO support</p>

<p>Literacy: Majority of assessment throughout the year was completed using Flashmarking. Students were given clear advice to make improvements and were encouraged to do so with the use of 'Purple Pens of Progress'</p>	<p>Flashmarking was another particular success as it allowed work to be marked more quickly with a clear emphasis on the next steps for improvement. This was led by AHT T&L</p>	<p>AHT support £25 x 10hrs = £250</p>
<p>Literacy: A formal assessment was given (using PiXL's AQA style Key Stage 3 test pack) using the 9-1 framework.</p>	<p>NSR students were much more able to verbalise their areas of development and pinpoint the impact of DIRT time than in previous years as evidenced by the 'purple pen' work in their books.</p> <p>In contrast, the baseline itself was not entirely successful.</p>	<p>£500 Pixl contribution (including cover support for conferences)</p> <p>Cost of pens £100</p>
<p>Literacy: In addition, Schemes of Learning for the year were specifically designed to develop the key skills required for the new GCSE curriculum and will support students in developing their reading and writing in line with the new Assessment Objective. These skills are as follows:</p> <ul style="list-style-type: none"> ▪ Reading for meaning (class novel and poetry texts) ▪ Inference and deduction ▪ Understanding character ▪ Exploring the effect of writer's methods: form, language and structure ▪ Understanding the impact of contextual relevance when reading a text. ▪ Independent reading (through reading journals) ▪ Developing key literacy skills for writing: punctuation, sentence structure, text organisation. 	<p>It proved to be too difficult and did not match well enough with the first scheme of work. It did not provide enough scope for NSR students to demonstrate the improvement in their skills and was a missed opportunity to convert students to SR status early in the year.</p> <p>This is currently under review along with the way it connects to our transition unit with the use of PiXL resources seeming preferable at this stage</p>	<p>Part TA salary support £1000</p> <p>Reading material £250</p> <p>1-1 reading support £25 x 10hrs = £250</p>
<p>Total Literacy cost</p>		<p>£8350</p>
<p>Numeracy: Sets: They were placed into two classes, those who were 93-99 were placed in the higher set and those from 92 and below were placed into the lower set. This allowed for a specific Scheme of learning to be taught based on the starting points of the students. In addition it meant that</p>	<p>This worked well as 20 students out of 28 in the higher set are now secondary ready and working at a higher level. They have already been working on the mastery Scheme of learning and are making good progress. For the eight that are still finding maths a challenge there are sometimes other factors involved. For example student MS struggles with focus and concentration and has had poor</p>	<p>TA support £1000</p> <p>Part DHT salary £1000</p>

<p>TA support could be shared across the two sets and this assisted all students in their learning</p>	<p>attendance which has impacted on his grade. Student AM has also struggled to settle well into secondary school and has poor attendance also. Student KW has presented with a significant undiagnosed SEN need which has been exacerbated from the transition from primary to secondary.</p> <p>One of the classes was taught by a senior teacher with experience (DHT)</p> <p>The strategy of placing fewer students in the lower set has also been successful as two students have made the transition and are now deemed to be secondary ready</p>	
<p>Numeracy:</p> <p>The scheme of learning was specifically designed for this cohort of students</p>	<p>This has been a trial year where we have implemented mastery for the secondary ready students and the springboard curriculum for the lowest set with a merged approach for the set where the students were very nearly reaching the 100 scaled score. We have reviewed this and certainly found that by having high expectations, but building on and reminding students frequently on the basics we have seen a successful turnaround with students being able to cope with a more challenging curriculum where they come to us in the high 90s. This will inform our strategy for next year where students of 97 and above will, where possible be placed in higher sets to encourage rapid progress. We have also decided that the springboard curriculum needs to be redeveloped and we are instead working on the Passport curriculum for next year where we will need £18 per student.</p> <p>https://www.nationalnumeracy.org.uk/passport-maths</p>	<p>£0</p>
<p>Numeracy:</p> <p>Catch up maths workbooks were purchased for every NSR student</p>	<p>These were useful and the students really engaged with them. It focussed on the basics of numeracy and students were able to practice their core skills. This was funded using the catch up premium at a cost of £8 per set.</p>	<p>£336</p>
<p>1-1 Support</p>	<p>Experience mathematics TLAs were deployed to support in the lowest set and this was essential for some to be able to make progress. They were supportive and a constant when staffing changed at Christmas. The impact was that they were able to take students out of the traditional classroom setting and work on key aspects from time to time as well as supporting with general classroom activity.</p>	<p>£1000</p>
<p>Total Numeracy Cost</p>		<p>£3336</p>

Changes to strategy for 2018-19

Literacy:

Strategies for 2019-2020

The students moving into Year 8 and 9 who are still considered NSR will be placed into small groups with TLA support. Their curriculum is designed with a particular literacy focus and aims to prepare them for early entry Literature in Year 10 with the intention of allowing them to focus solely on Language in Year 11.

The strategies for the Year 8 students are below:

JM- this student has started to use a laptop more regularly in class which is helping to support his writing and concentration. He needs to focus on extending his written answers and this has proved to be a valuable strategy. He also receives specific one to one support from KAN with a focus on study skills and literacy. He will be placed into a small support group next year which will receive TLA support and spend at least one lesson a fortnight on guided reading which will help him to develop his basic skills further.

CM- this student needs to work on his reading skills as he currently struggles to generate ideas as he has not understood what he has read. To this end he will take part in the paired reading scheme from September to help him work on his reading for meaning skills and will also be placed into the support group which will receive TLA support. Dedicated time for guided reading will be provided within the curriculum which will allow him time to work specifically on his key areas for development.

NSR students will also take part in a paired reading scheme, have regular guided reading lessons and receive extra literacy support with KAN.

Sept 2019 changes to NSR strategy

Next year we want to support reading more explicitly. Every class will take part in guided reading once a fortnight with the NSR students being given support from either the teacher or the TLA. There will also be a paired reading scheme in which NSR student will be paired with students from higher up in the school and will meet to read together for 20 minutes a week. This will be supported by a specialist TLA.

There is provision in the timetable for next year for extra literacy support to be provided by KAN which will focus on improving the basic skills of NSR students. This programme will cover aspects of spelling, punctuation and grammar and will allow greater time in lessons to be spent on the core curriculum.

The core curriculum itself will also be changing to allow more time to cover key texts and themes which will allow our NSR students more time to develop their ideas and creative skills.

Changes to Reporting Sep 2019

The AHT (T&L) has restructured the reporting and format of NSR students' intervention and progress, for leaders and governors, for September 2019. More details to be shared at the first student governor committee at the start of the academic year.