

Report on spending of Year 7 Catch-up Funding and impact evaluation 2018/19

Year 7 Catch-up Funding 2018/19	
Total funding received	£17,851
Total spend	£17869

*This year we have a larger than usual number of pupils with missing or discounted SATS results. Therefore, we have been forced to rely on using internal CATS baseline tests to assess more pupils than in previous years. We therefore believe that we have a significantly larger number of pupils who would have been eligible for Catch-up funding had they had SATS data. The extra pupils we have identified are included in the cohort receiving catch-up intervention.

What do we do?

We assess the individual needs of each of the students who attract the Year 7 catch-up funding to decide the best way to use the funding. We carefully monitor all of our students and design a range of programmes and approaches to enable them to make rapid progress.

Impact of Year 7 Catch-up Funding plan

- 1. Enhance early intervention provision for pupils with low literacy and numeracy levels through staff training and implementation of Catch-Up reading and numeracy recovery programme At least 75% of cohort will improve reading age and spelling age during 6 month testing period**

Impact –

- A total of 19 students were identified
- 73% (75%) made improvements to reading and spelling ages from Autumn 2018 – Summer 2019 (AR data)
- 72% (90%) of the cohort made progress in English and mathematics between DD1 (11/18) and DD2 (02/19)

Cost - £5,000

Action – Better use of SEND specific one to one/small group interventions and less reliance on generic programmes.

2. Increase students' reading ages through the use of the literacy interventions

Impact – <ul style="list-style-type: none">• 66% (75%) of students have made improvements to reading ages during Y7.
Cost - £3,000
Action – More rigorous focus on LPA/SEND students to include more reading for meaning and functional comprehension skills needed in 2019/20.

3. Develop Anchor Group model to ensure that Y7 pupils who are not secondary ready have positive outcomes with literacy and numeracy.

Impact – <ul style="list-style-type: none">• Pupils acquiring skills of confidence and a number of KS3 students have partially transitioned back into mainstream for specialist GCSE teaching.• Pupils demonstrate resilience in numeracy and literacy based settings.
Cost - £8,324
Action – Continue to facilitate SENDCO and AP pupil progress pursuits of underachieving pupils, paying particular attention to evaluation of class plans and quality first teaching strategies for functional literacy and numeracy progress.

4. Provide additional support and differentiated resources for pupils struggling with Literacy and Numeracy through more accessible texts and online resources.

Impact – <ul style="list-style-type: none">• 82% (90%) of students made progress in English and maths between DD1 and DD2.• Resources provided through funding of differentiated texts, framework based materials, Hegarty maths, Hamilton Trust and enhanced augmentative technology. This has been observed in reviews.
Cost - £1,545
Action – Investigate and resource further technology e.g. reader pens etc.