

## Year 7 Catch-up Funding Plan 2019/20

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Total funding received	<b>£5, 354</b>
Total allocated	<b>£5,400</b>

### 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.

### Key Objectives 2019/20

- 1. Better use of SEND specific and one to one/small group intervention through e.g. Sounds Write to target the weakest readers**

#### Expected outcomes

- Students with reading ages < 6 to be identified using SAT/CAT and Star Reader baselines by 30/09/2019
- Cohorts and timetables for intervention through SEND to be created
- Students will have one targeted session per week.
- 80% of identified students will have achieved a 2 year improvement by July 2020

#### **Cost - £ 3,290**

**Review - 15 students were identified and had one session per week. By COVID lockdown (March 2020) 10 students (67%) had made 1 year's progress+ (1.1 – 1.11 months variously) . 1 student had made (7%) 1.5 year's progress. The remainder (4, 26%) had progressed by between 4.7 and 10.2 months. COVID paused the ability to re-test. This will be picked up in catch up in 2020/21. In total by COVID lockdown, 74% of students were on track.**

**2. Ensure there is a more rigorous focus on LPA/SEND students to include more reading for meaning and functional comprehension skills development.**

Expected outcomes

- LPA and SEND students will have structured reading for meaning opportunities and the curriculum will provide opportunities to develop their comprehension skills through retrieval and spaced practice in the classroom.
- A “Power of 3” for LPA/SEND students will be developed and implemented to include the use of frameworks and differentiation/scaffolds for comprehension
- The use of interventions and scaffolds to be seen through SEND/LPA focused learning walks and work scrutinies.

**Cost - £ 800**

**Review - All LPA and SEND students were targeted through class plans/passports etc and had reading for meaning opportunities. This planning (intent) and implementation was seen in faculty and Teaching & Learning Review (T&L Review) 1 & 2 (observation in class, work scrutiny and student voice). Students had the opportunity to develop their retrieval practice and spaced practice skills. Scaffolds and differentiation opportunities were also seen in faculty and T&L Reviews 1 & 2. Some lag in two faculty areas would have been explored in more detail in T&L Review 3 but this was suspended due to COVID. Power of 3 was subsumed into pedagogical developments; challenge, questioning and feedback. Best practice was seen in English, Science, Humanities, PE and Creative Arts. Their good practice will be shared in 2020/21.**

**3. Continue to facilitate SENDCo and /HoF/AP/VP pupil progress reviews for underachieving pupils, paying particular attention to evaluation of pupil passports and quality first teaching strategies for functional literacy and numeracy progress.**

Expected outcomes

- .SENDCo to convene Y7 RAMS with KS3 team after each data collection point. (One per term)
- SENDCo to design timetable of learning walks, pupil passport evaluations/sampling and work scrutinies for underachieving students in Year 7 in En/Maths.
- Students who continue to struggle to have passport plus interventions identified and implemented.
- 80% of students who are not ARE in En/Ma at start of Year 7 will make progress between data drops and between DD1 and DD3 overall.

**Cost - £ 700**

**Review - . Y7 RAMS were convened and notes are available. COVID paused learning walks and sampling but some of this took place integral to the two T&L Reviews that did go ahead. Passport plus implemented but not evaluated due to COVID pause. Similarly data drops were also paused. SENDCo/SEND team made phone calls during lockdown to most vulnerable and supported home learning and also contributed to parental end of year meetings. Laptops were sourced and provided for children RAG'd as most at risk of not making progress. HoY scrutinised online engagement and fed information to SEND team.**

**4. Investigate and where feasible, resource further/enhanced technologies e.g. reader pens, Dragon software etc.**

Expected outcomes

- Investigations/research will be conducted between September and November 2019.
- Trials of enhanced technologies to be carried out with identified pupils in En/Ma November 2019 – February 2020
- Evaluation of trials by Easter 2020.
- Case studies to be produced by May 2020.
- 60% of students engaging with technology improve in identified curriculum areas (En/Ma) between DD1 and DD3.

**Cost - £610**

**Review - All relevant students' access to enhanced assistive technology was reviewed by SENDCo/SEND team by November 2019. 8 students were provided with Dragon software (or equivalent). Reader pens provided for 6 students. COVID paused ability to evaluate and to assess progress. By February 2020 45% of identified students were engaging with assistive technology. Where chrome books were supplied to students (above) Microsoft One Note was trialled. DD1 was 12/11/19 and DD2 11/02/20.**