

Caldew School
Year 7 Catch Up Funding 2018-2019



The Year 7 Catch Up Funding is a government initiative designed to target resources on those students who have not met expectations in the Key Stage 2 tests in English and Maths. Previously, the Department for Education (DfE) provided us with an additional £500 for each student below Level 4 in reading and maths so that we could deliver extra support to help these students to 'catch up'. In 2015/16, we received £17500 in Catch Up funding. From 2016, this changed in that the funding allocation is comparable to the previous year, rather than being based on the specific number of students below expectations. Students' progress is monitored carefully to ensure that the Catch up programme is having an impact. The details of how the school plans to use this funding to support our students and boost their English and Maths levels are outlined below.

Key Stage 2: Proportion of Students Meeting Expectations

	Reading	Grammar, Punctuation & Spelling	Maths	Writing (TA)	Secondary Ready
National Average	75%	78%	76%	78%	64%
Y7	77%	80%	78%	84%	64%
Difference	+2	+2	+2	+6	0

Year 7 Catch Up Cohort:

Y7 Catch Up Cohort	Reading	Grammar, Punctuation & Spelling	Writing	Maths
57	33	30	24	30

Planned Expenditure 2018-2019

Objective	Strategies	Rationale	Lead	Monitoring & Evaluation
Embed the use of data overviews, provision maps and achievement ladders to evaluate achievement in subjects and pastoral staff to raise achievement of all students	-Share provision maps for Catch Ups and Pupil Premium with key staff half termly, ensuring accuracy, raising awareness of individuals and evaluating the impact of interventions	Strategy is more effective if others are aware of and invested in it.	YNN	-Provision map -Line management meeting notes -Staff voice -Achievement data

Develop Literacy across the curriculum including the improvement of SPAG and the effectiveness of extended writing	-Consistent marking of SPAG across the curriculum	Identified as a priority through school's own self-evaluation and confirmed by Ofsted (June 2018)	CJA	Work Sample
	-Develop strategies to develop students' extended writing		CJA	Lesson observations Writing Key Assessment Tasks
	-Increase the opportunities that students have to develop their ideas through talk and writing		CJA	Achievement Data
Develop literacy interventions to ensure they are personalised and appropriate	-Analyse and share KS2 question level analysis with English and Maths teachers	For secondary schools, QLA can support managing transition from primary school, giving teachers detailed information on their incoming Year 7 cohort's strengths and weaknesses in each area of the curriculum covered by the tests. (<i>RaiseOnline, FAQs, August 2016</i>)	YNN/VLA/MJM	-Lesson observations -Achievement data
	Embed 1:1 reading intervention across year groups (including Year 7 Catch Ups), with effective questioning to support comprehension	Literacy standardised scores show positive impact of early reading intervention on reading scores. Progress in comprehension is more variable so is an area of focus.	YNN/ JGH	-Literacy data (Standardised scores)
Develop numeracy interventions to ensure they are personalised and appropriate	Embed the use of assessments and tracking systems to inform the planning of numeracy interventions and Catch-up	"[Effective schools] seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs." <i>(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</i>	YNN/ADB	-Numeracy data -Achievement data
	Improve planning and communication with class teachers to maximise the impact of numeracy intervention		MJM/ADB	-Line management meeting notes (Maths minutes) -Numeracy data -Achievement data

Develop the use of peer support through the use of Maths and Reading Champions	Establish and monitor the support of Maths and Reading Champions	Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains. <i>(Peer Tutoring: EEF Toolkit, August 2016)</i>	YNN/JGH/ADB	<ul style="list-style-type: none"> -Register for Maths and Reading Champion sessions -Literacy data (standardised scores) -Numeracy data -Achievement data
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Evaluation of Expenditure 2017-2018

Objective	Strategies	Lead	Impact & <u>Next Steps</u>
Develop students' literacy through reading	-Maximise opportunities for reading across the curriculum-Develop and share strategies for teaching reading through TeachBrief, informed by PiXL Code materials	JGH	<p>Year 7 student voice: students report that they read aloud more often at Caldew than at primary school. (Pupil Premium Review: Jan 2018): <u>Maintain focus on reading through TeachBrief; lesson observation feedback.</u></p> <p>PiXL Code purchased, but yet to be fully implemented. <u>To be used initially for Additional Literacy and planned for use in English for Sept 2018</u></p> <p>Students in Additional Literacy's standardised scores increased by on average: spelling 4; reading 7; comprehension 8</p> <p><u>Address wider range of literacy skills through literacy across the curriculum and interventions</u></p>
Develop KS3 Additional Literacy and Catch Up intervention to address fundamental reading skills	<p>-Adapt additional literacy intervention, using PiXL Code (synthetic phonics) alongside existing materials</p> <p>-Increase the opportunity for reading intervention by adapting Catch Up approach to 1-1 reading with STA to</p>	JGH/RCC/LMB	<p>PiXL Code purchased, but yet to be fully implemented. <u>To be used initially for Additional Literacy and planned for use in English for Sept 2018</u></p> <p>Students who had 1:1 reading with LMB increased standardised scores across skills:</p>

	allow more personalised intervention and support.		Spelling 2; Reading 10 and Comprehension 15.
Develop tracking of literacy and numeracy Catch Up programmes	-Provision mapping -Adapt tracking from literacy ages to standardised scores for greater reliability.	YNN	Maths Data 2: 60% of Catch Up Cohort securely on track- in line with peers and 5% improvement on previous data collection. English Data 2: 67% of Catch Up Cohort securely on track; in line with peers and 15% improvement on previous data collection. Provision map in place, recording interventions and achievement data. <u>Assessment revised to use standardised scores. Develop understanding of standardised scores so that they inform teaching</u>
Review and develop numeracy intervention	-use QLA baseline testing to identify gaps in skills which will be addressed through short, focused interventions delivered by HLTA	ADB	Intervention tailored towards needs identified through baseline assessments, with pre- and post-intervention testing. Post testing shows positive impact in terms of students' raw scores. <u>Trialling 1-to-1 intervention for students still not secure after group intervention (similar to literacy model: frequent, short sessions)</u> <u>Maths Champions programme to be extended</u> <u>ADB to visit another school to look at strategies for raising achievement of students with low prior attainment in Maths.</u>
Student leadership expanded by developing the role of prefects, while embedding Peer Tutoring in Literacy and Numeracy	-Maths Champions -Literacy focus in registration -6 th Form Reading Champions	JGH/ADB	Maths and Reading Champions relaunched: Spring 2018. 17 students had Reading Champion support (NB all except 2 also had LMB support in Autumn term). Standardised scores increased across skills: spelling 0; reading 6; comprehension 13. KS3 literacy focus in place. Year 7 student voice: students report that they read aloud more often at Caldey than at primary school. (Pupil Premium Review: Jan 2018)