

Catch-Up Fund Plan 2018-19

SUMMARY INFORMATION

	2018-19
Total number of year 7 pupils on roll	305
Total amount of Catch Up Funding monies received	£19,467 TBC in March

PUPIL PERFORMANCE DATA

	2018
% Not MAKING EXPECTED PROGRESS IN ENGLISH	___ below 100 scaled scores
	___ without data
% Not MAKING EXPECTED PROGRESS IN MATHS	___ below 100 scaled score
	___ without data

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). For 2018-19 the criteria for this funding was a scaled score of <100 in either Maths or English. (100 scaled score classed as 'school ready').

Catch Up Funding Objectives for 2018-19:

- 1. To raise the literacy and numeracy levels to the expected standard for all year 7 pupils who did not achieve this in their KS2 SATs**
 - 2. To improve pupil confidence and engagement in Maths and literacy and develop a love of learning**
 - 3. To develop a word rich vocabulary in line with the whole school literacy focus, involving key words and glossaries**
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Background

The catch up funding is additional funding that should be used to support pupils who did not manage to meet the expected standard in year 6 – scaled score below 100. It is up to schools to decide how this money should be spent as they are best placed to assess the additional provision that is necessary for pupils in their school, as they are aware of their backgrounds, needs and experiences. Pupils will be identified who need extra support from the year 7 catch-up funding, so we can decide the best way to use the funding.

Responsibility for Catch Up Funding

Leadership Team Members

All members of the Leadership team have a key responsibility for raising the attainment, achievement and aspirations of all pupils, and within that, catch-up pupils. Key members have responsibility to ensure that these pupils make rapid and sustained progress in Maths and English during Year 7, given their starting points.

Heads of Departments and Seconds in Departments

It is expected that they will complete progress monitoring and QA of teaching and learning so that effective tracking of pupil progress can take place and interventions can be modified where appropriate.

Heads of Year

It is expected that they will track behaviour and attendance of their pupils in order that they can close any gaps that exist by putting in appropriate strategies to improve behaviour and attendance.

Director of learning for Y7 and transition leader

It is expected that they will track and monitor both the progress of their pupils, but also the behaviour and attendance of their pupils in order that they can close any gaps that exist by putting in appropriate strategies to improve behaviour and attendance.

Teachers

All teachers are expected to use data that is made available to them, and through regular formative assessments, marking and feedback to ensure that lesson planning is completed and effective in order to meet the needs of all learners. They are expected to have identified pupils who belong to key groups so that initiatives can be appropriately targeted. They are also expected to ensure that feedback is consistently used to improve pupil outcomes and to accelerate progress. Identifying any Gaps:

Pupil progress data is entered into SIMS according to the assessment calendar. Pupils are monitored through this so that intervention that may be necessary can be identified and actioned in order to close any attainment gaps. Data meetings also highlight pupils who are underachieving and intervention strategies are discussed at these meetings and through line management meetings. All appraisal targets are focused clearly on progress data.

In addition to this, attendance and behaviour data is being tracked in order to identify pupils who are causing concern so that appropriate interventions can be actioned. Attendance meetings are used to discuss key pupils to discuss any specific needs or necessary actions. HOY and SLT meet half termly and data is shared about behaviour in order that they can track and monitor pupils and ensure that the necessary escalation and support procedures are in place.

The SLT member for standards has overall responsibility for monitoring the progress of catch-up funding pupils.

Interventions

In Year 7, pupils who are underachieving are provided with additional intervention sessions and will be provided with targeted work packs, including pre-reading resources to prepare for the transition into year 8. The intervention sessions usually run during school time. Parents/carers of pupils whose progress requires intervention, are invited to speak to the transition leader or learning director or a member of the Leadership Team at the year 7 Settling In evening and also at the Year 7 Parents' Evening so that support can be further targeted and individualized.

TAs target pupils for specific literacy catch-up and new programmes of numeracy catch-up.

The school's rewards system is focused around further improvement of attitudes to learning across the school. The school is committed to being able to identify students whose achievements need to be celebrated and pupils who are identified as working well also receive rewards at our regular assemblies.

Year 7 catch-up premium



SPENDING FOR 2018-19

This year the funding has been used to improve the amount of staff time devoted to Y7 catch up. Moving forward we need the structures in place to be able to measure the impact of this.

Item	Description	Cost
Numeracy LSA	Works with Y7 during maths lessons on 1to1 basis and small groups to boost confidence in the subject	50% of wage= £3934.62
Literacy LSA	Works with Y7 during maths lessons on 1to1 basis and small groups to boost confidence in the subject	50% of wage= £6107.60
Transition leader TLR	Works with `Y7 vulnerables during the Y6 to Y7 transition and ensures the Y7 Learning Director knows who to target and work with. Builds a good attitude to school from the beginning.	50% of TLR= £4074
Head of Year 7		25% of wage= £7601.46
Total expenditure		£21,717.78

Year 7 catch-up premium

ACTION PLAN FOR 2019-2020

The above information provides you with a summary of some of the overall approaches used by the school, however, there are some of the other strategies we aim to use to enable us to close gaps and improve the educational outcomes for our catch-up premium pupils.

An action plan outlining a range of these can be seen below:

Action	Responsible Person	Completion Date	Monitoring / Reporting	Success Criteria	Cost
Cohorts of Catch up students established and communicated to staff and identified on seating plans and	SENCO, HODs Curriculum managers	September 2019	Data Manager AND SLT to ensure up to date lists available Line managers to ensure that catch up pupils are identified by teachers so that they can be further held to account for their progress.	Lists available to Maths and English staff so that they are fully aware of their catch up students	
Promote the awareness of parent/carer to the application of catch up	TAs and SENCO	Each Term	SENCO to send out letter to parent/carer alerting them to the process	Number of pupils on catch up is correct and all pupils who are eligible are in receipt of the catch up support strategies	
QA of books of catch up to be included in the sample of work scrutiny each half term	SLT	Each QA cycle	Provide summary feedback of any specific need that might exist as a result HODs to carry out work scrutiny accurately	Books of catch up pupils to demonstrate rapid rates of progress	
Vocabulary development intervention	Literacy lead and LSA for English	Ongoing	LSA to deliver intervention to small groups to develop vocabulary that is generic to all subjects including exam question language Intervention to be shared with HODs and linked with literacy lead	Improvement of reading ages of identified catch up pupils	

Year 7 catch-up premium



To encourage reading for pleasure in Year 7 students by involvement in the Stop, Drop and Read strategy	Literacy lead	Sept 2019	Students to choose their own book from the books available and read. Book competitions to run	Pupil voice Library data	£700
To improve the provision of books within the library in order to encourage Year 7 Catch Up pupils to read for pleasure	Literacy lead	Ongoing	Audit of books to be completed and purchase of books to enhance the provision Initiatives to increase reading for pleasure to be rolled out within the library Author visits and competitions to be organised	Increase of lower ability reading books in the library	£300
Small groups of Year 7 low ability readers (8.9 or below) included in Reading programmes	SENCO TAs Literacy lead	ongoing	Students identified from reading and spelling tests and placed in appropriate groups or 1-1 sessions and the appropriate reading strategy put in place. Training to include PAT 1,2,3,4 (phonics awareness training)	Improved reading ages	
Pupil skills and confidence in other areas:	Transition lead	Sept 2019	Student identified for leadership opportunities through the student council	Improved confidence, oracy and awareness of new opportunities.	

Year 7 catch-up premium



In class support for catch up students in maths.		Sept 2019	Y7 learning director and HoD to liaise after each data capture	Rapid improvement in levels for catch up students	
In class support for catch up students in English.	LSA	Sept 2019	Y7 learning director and HoD to liaise after each data capture	Rapid improvement in levels for catch up students	
1-1 literacy tuition with students to improve knowledge of skills prior to teaching in main class	LSA	Sept 2019	Y7 learning director and HoD to liaise after each data capture	Rapid improvement in levels for catch up students	

Year 7 catch-up premium



<p>All interventions are tracked through so that we can ensure that all pupils who qualify for funding do receive additional support through the variety of interventions that are on offer.</p>			<p>Also use of programmes like accelerated reader to monitor improvements in students and to promote the next steps</p>		<p>£5000</p>
<p>Staffing</p>	<p>LSAs for numeracy and literacy During 2019-20, LSAs will continue to be used to provide a range of English, literacy and numeracy intervention work. These will include catch up literacy programmes, reading interventions, guided reading and clubs and reading challenges. Training and CPD will be organised for LSAs in order to deliver these programmes.</p>				<p>£10,000</p>
<p>Total expenditure</p>					<p>£16,000</p>
<p>Total catch up funding received</p>					<p>£19,000 TBC</p>
<p>Under spend</p>					<p>£3,000 to allow for resources and new initiatives</p>