

Year 7 Catch up funding 2016/2017

YEAR 7 CATCHUP FUNDING 2016/2017

The Parker received additional funding for 2016/2017 of £12,843. This additional grant was primarily used to target support in small groups and for individualised provision.

How we spent the allocation of funds during 2016/2017

The strategies employed included:

Targeted Support

The use of small group teaching through a dedicated Nurture Group helps build up a strong skill base, giving pupils a toolkit of skills that allows them to access the mainstream curriculum more effectively.

Literacy Support

Accelerated Reader

As part of literacy provision students have designated slots for Accelerated Reader. Programme runs on the basis that students read a book, takes an online quiz, and receive immediate feedback. Students respond to regular feedback and are motivated to make progress with their reading skills.

- Reading mentors
- Additional reading through volunteer reading mentors supported many students

Numeracy

During registration a small group of Year 7 and 8 students were taught by a maths TA with the aim of accelerating their progress to ensure that during lesson time they were working at a level in line with their peers.

English

100 students in Y7 received 100 minutes a week of Literacy support with a qualified English teacher.

40 Y8 students received 100 minutes a week of Literacy support with a qualified English teacher.

<u>Accelerated Reader</u>	<u>£240</u>
<u>Additional Mathematics through Maths TA</u>	<u>£1274</u>
<u>English Intervention Teacher</u>	<u>£4038</u>
<u>Librarian</u>	<u>£1014</u>

Impact

The impact of year seven catch-up funding is evaluated through the Academy's data and assessment routines, where progress, attitude and behaviour are analysed for patterns and trends. Support is adapted at these points, if appropriate, in order to meet individual pupils' needs. Within literacy, pupils reading and spelling scores were regularly analysed for progress and teaching support was then adapted to suit need.

Mid-Year Evaluation

English

Accelerated Reader testing shows 23 of the 57 identified students have made at least 8 months' reading progress from October to February (40%). 48 (84%) are on track or exceeding their expected progress to meet end of year targets as assessed by English teachers.

Maths

68 students have Key Stage 2 attainment below 100 in Reading. In GL assessments, 37 students (64%) have now moved to either on track or exceeding expected progress for their year group. 27 (40%) have made in year progress in on track or above expected as assessed by their Maths teachers.

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