

YEAR 7 CATCHUP FUNDING 2017/18

The allocation for 2017/18 is based on the funding received during 2016-2017. 65 students entered Year 7 with a reading score below 100 and 67 students entered Year 7 with a maths score below 100. In addition to this number, a further 3 students have enrolled who have a reading score less than 100 and 2 students under the threshold for Maths. This additional grant has been primarily used to target support in small groups and for individualised provision.

How we spent the allocation of funds during 2017/18

The strategies to be employed during this academic year using the anticipated funding allowance of £12,843, to be received in March 2018, include:

Targeted Support

The use of small group teaching and primary teaching techniques through dedicated teaching sets.

Additional Resources and support

Students are provided with additional resources to support home learning and boost knowledge outside the classroom.

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. Those with lowest literacy scores are specifically encouraged to read out loud to the AR teacher to develop skills. Raised expectation of independent home reading; student are required to read at least 100 minutes per week is monitored through reading logs.

Reading Mentors

Additional reading through volunteer reading mentors (Post 16 students), this takes place during registration for 20 minutes a week.

There is dedicated English TA support for lowest set, in addition to a reduced class size (25 students).

SENCo led Literacy Intervention

All students undertake standardised VERNON testing upon entry to school to establish a baseline spelling age. Those identified as having significant weaknesses are given additional support lessons (removed from PE) to improve their spelling skills. Working in small groups, the students engage in the 'Target Your Spelling Skills' programme for six weeks. They are tested after six weeks and continue if progress is still below expected. Currently, the 16 students enrolled in programme have averaged 1 year of progress across the 6 week intervention.

Numeracy

Tailored Approach to Learning

Three Maths groups have weekly TA support. The lowest set Maths group has a reduced class size of 19 students. This group has a tailored teaching approach – Kinaesthetic Learning with a focus on investigation, designed to engage those less confident with basic maths skills.

SENCo led Numeracy Intervention

Additional Support is in place for the lowest attainers. The 13 students scoring 90 or below at KS2 have been removed from RE or languages classes since October in order to focus on core maths skills.

“Numeracy Programme” workbook is used. Skills are taught until the student has fully understood the concept before moving on to more complex level. Baseline test carried out upon initial enrolment and the cohort is currently being retested to establish progress made.

What effect has the expenditure had on the attainment of students for whom it was allocated?

The impact of year seven catch-up funding is evaluated through the Academy's data and assessment routines, where progress, attitude and behaviour were 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

Due in April