

Summary Information 2018/19					
Students on roll in Year 7	203	Total Catch-up budget	£18,469	Date of review	September 2018
Students eligible for Catch-up	68	Percentage of Cohort eligible	33.5%	Date for next review	September 2019

KS2 Prior Attainment					
<100 in English	63	<100 in Maths	68	<100 in both	41
% of cohort	21%		22%		13%

Current Attainment – Year 7 data 2017/2018			
	Students eligible for Catch-up (68/33.5%)	Students not eligible for Catch-up (135/66.5%)	Total cohort (203)
Achieving at least 'within expected progress' in English	49 / 72%	90 / 67%	151 / 74%
Achieving at least 'within expected progress' in Maths	46 / 67.6%	103 / 76.3%	167 / 82%

Barriers to Future Attainment (for students eligible for catch-up funding)	
Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.	
In-school Barriers	
Identify barriers that need to be addressed in-school such as low Literacy, as well as external factors such as poor home learning environments.	
A	Student aspirations
B	Percentage of students entering Year 7 who did not achieve the national standard of 100 for English at KS2. School percentage 21%
C	Percentage of students entering Year 7 who did not achieve the national standard of 100 for Maths at KS2. School percentage 22%
D	Percentage of students entering Year 7 who did not achieve the national standard of 100 for both English and Maths KS2. School percentage 13%
External barriers (issues which also require action outside school, such as low attendance)	
A	Attendance (17/68 : 25% had an attendance in 2017/18 below 96%)
B	Rates of progress at KS2

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria (RAG rate)
A	Raise attainment of low ability students in Year 7.	Increased % of students working in line with, or above, their peers in English.
B	To ensure students are reading at or above their appropriate reading age.	75% of catch up cohort to be at ARE by end of Y7.
C	To ensure students are working at their expected ability in English by the end of the year.	% of students at the end of the year who are working below expected in English will be significantly less than 21%
D	To ensure students are working at their expected ability in Maths by the end of the year.	% of students at the end of the year who are working below expected age in Maths will be significantly less than 22%

Planned Expenditure: 2018/19 (version 2 following P4 reforecast to value of £4268 project idea below)				
Type of Support	Desired outcome	Chosen action / approach	Impact Monitoring and support	Cost: Staffing/Resource
Staffing: TA extracted Intervention	Increase students' literacy levels to be in line with students of the same age.	Staffing of TAs to support and deliver specific intervention sessions such as Ruth Miskin's Fresh Start literacy, Target Your Spelling and numeracy interventions.	Student progress will be monitored through the internal English Department data and through the Fresh start literacy programme,	£1610

			Accelerated Reader, and Salford Tests.	
Staffing: TA extracted Intervention	Increase students' numeracy levels to be in line with students of the same age.	Staffing of TAs to support and deliver specific numeracy intervention sessions.	Student progress will be monitored through the internal Maths Department data.	£1610
Staffing: TA extracted Intervention	Increase students' confidence and resilience to improve access to learning.	Targeted TA support in lessons and through extraction to work on interventions. Nurture provision and additional support through provision for emotional and behavioural elements of the cohort	Target students to improve their grade in English and Maths evidenced through English and Maths department data and Accelerated Reader, Fresh Start and numeracy intervention data.	£1608
Staffing and Resources: TA extracted Intervention	Improved grades in core subjects.	Targeted academic intervention and support for underachievement of students for example pastoral support, reading groups, group work, in class targeted support, extracurricular learning.	Target students to improve their grade in English and Maths evidenced through English and Maths department data and Accelerated Reader, Fresh Start and numeracy intervention data.	£1000
Resource: My Maths subscription	Improved understanding of mathematical concepts and engagement in Maths learning.	Students set homework tasks to complete and review independently.	Student progress will be monitored through the internal Maths Department data.	£63
Staffing and Resources: Literacy lesson	Increase in reading age. 50% of cohort has a reading age that matches their chronological age.	Students undertake weekly timetabled literacy curriculum pathway taught by a qualified English teacher.	Student progress will be monitored through the internal English Department data and through the Fresh start literacy programme,	£7200

			and Accelerated Reader data.	
Resource: Accelerated Reader Subscription	Improved reading ability to be in line with ARE.	Weekly reading lesson and access to STAR tests and book quizzes.	Accelerated Reader STAR test data shows improvements in reading age.	£752
Resource: Hegarty Maths Subscription	Improved numeracy ability to be in line with ARE.	Weekly tasks and access to online content.	Maths test data shows improvements in performance.	£319.10
Literacy Assessment Online	Accurate assessment of student reading ages.	Teaching is appropriate to students reading age across all curriculum areas – all staff are aware of student’s ability to access reading material.	Class teachers will monitor as appropriate.	£190.18
Resources: LRC accessible texts	Improved reading ability to be in line with ARE.	Weekly scheduled reading session in tutor time and additional resources to facilitate book bags available to tutors.	Accelerated Reader STAR test data shows improvements in reading age.	£500
Rewards	Improved engagement in intervention			£500
Social Emotional intervention.	Learning to take risks in learning.	Residential trip focusing in literacy and numeracy alongside outdoor education.	Students’ confidence in lessons is improved as well as their ability to employ basic literacy and numeracy skills	£2350
Total Budgeted Cost				£17,702.28

Review of 2017/18		
Desired Outcome	Chosen action / approach	Impact
Increase students' literacy levels to be in line with students of the same age.	Staffing of TAs to support and deliver specific intervention sessions such as Ruth Miskin's Fresh Start literacy, Target Your Spelling and numeracy interventions.	As a result of the actions 74% of students in English are now making at least expected progress.
Increase students' numeracy levels to be in line with students of the same age.	Staffing of TAs to support and deliver specific numeracy intervention sessions.	As a result of the actions 82% of students in Maths are now making at least expected progress.
Increase students' confidence and resilience to improve access to learning.	Targeted TA support in lessons and through extraction to work on interventions. Nurture provision and additional support through provision for emotional and behavioural elements of the cohort	As a result of the actions 72% of Catch-up eligible students in English and 67.6% in Maths are now making at least expected progress.
Improved grades in core subjects.	Targeted academic intervention and support for underachievement of students for example pastoral support, reading groups, group work, in class targeted support, extracurricular learning.	As a result of the actions 72% of Catch-up eligible students in English and 67.6% in Maths are now making at least expected progress.
Improved understanding of mathematical concepts and engagement in Maths learning.	Students set homework tasks to complete and review independently.	67.6% of eligible students are now making at least in expected progress in Maths.
Increase in reading age. 50% of cohort has a reading age that matches their chronological age.	Students undertake weekly timetabled literacy curriculum pathway taught by a qualified English teacher.	The Year 7 average reading age was one month lower than chronological age by the end of the year.
Improved reading ability to be in line with ARE.	Weekly reading lesson and access to STAR tests and book quizzes.	The Year 7 average reading age was one month lower than chronological age by the end of the year.

Improved reading ability to be in line with ARE.	Weekly scheduled reading session in tutor time and additional resources to facilitate book bags available to tutors.	The Year 7 average reading age was one month lower than chronological age by the end of the year.
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