



Summary Information 2018/19					
Students on roll in Year 7	182	Total Catch-up budget	£18,000	Date of review	September 2019
Students eligible for Catch-up	81	Percentage of Cohort eligible	44.5%	Date for next review	September 2020

KS2 Prior Attainment					
<100 in English	54	<100 in Maths	62	<100 in both	35
% of cohort	29.67%		34.07%		19.23%

Current Attainment – Year 7 data 2018/19			
	Students eligible for Catch-up (81/44.5%)	Students not eligible for Catch-up (101/55.5%)	Total cohort (182)
Attaining 'Emerging' in English for Progress Check 1	48 / 59.26%	48 / 47.52%	96 / 52.75%
Still attaining 'Emerging' in English for Progress Check 4	18 / 22.22%	7 / 6.93%	25 / 13.74%
Attaining 'Developing' or higher in English for Progress Check 4	25 / 30.86%	39 / 38.61%	64 / 35.16%
Attaining 'Emerging' in Maths for Progress Check 1	45 / 55.55%	7 / 6.93%	52 / 28.57%
Still attaining 'Emerging' in Maths for Progress Check 4	1 / 1.23%	0 / 0%	1 / 0.55%
Attaining 'Developing' or higher in Maths for Progress Check 4	43 / 53.09%	7 / 6.93%	50 / 27.47%

Barriers to Future Attainment (for students eligible for catch-up funding)	
<small>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.</small>	
In-school Barriers	
<small>Identify barriers that need to be addressed in-school such as low Literacy, as well as external factors such as poor home learning environments.</small>	
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: 2019/20				
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 Lexia, targeted spelling	Student progress will be monitored through the internal English Department data and through the Fresh	£2000

		books and Dienes	start literacy programme, 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 including Catch up Numeracy, Access Numeracy	Student progress will be monitored through the internal Maths Department data.	£3000
Staffing: TA extracted Intervention	Increase student numeracy / literacy through highly trained staff and appropriate interventions	Catch up Numeracy training. SOUND training	Student progress will be monitored through the internal Maths / English Department data.	£5000
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.	£1000
Staffing and Resources: TA extracted Intervention	Increase students' literacy levels to be in line with students of the same age.	Access Reading Test will dictate where interventions are needed	Progress of students measured against start point and peers	£500
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 (Hwk club)	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.	£4500

Resource: Hegarty 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.	£500
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.	£500
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
Total Budgeted Cost				£18000

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.