

Catch Up Funding Action Plan Review

Objective	Next steps	Actions	Next Steps to Increase Effectiveness
Use of data to maximise progress & attainment	<ul style="list-style-type: none"> • Reading and spelling tests to be shared whole school, HODs, teachers etc. • Assessment and tracking sheets to be reviewed half termly • Parent event to be held earlier in year to focus on literacy and numeracy development 	<ul style="list-style-type: none"> • Data analysis meetings to ascertain students' needs in order of priority. • Tracking sheets to be created to analysis the year 7 catch up group, to enable effective monitoring, tracking and meaningful intervention. • Letter to parents and date set for a family learning event. 	<ul style="list-style-type: none"> • Termly meetings to take place with Heads of department • Tracking sheet to be developed by data officer with information available to Heads of department on a termly basis • Progress leader to work with LBR to develop a family learning event Term 1 – info. to be shared with parents/carers at welcome event.
Progress & attainment targeted intervention in Literacy	<ul style="list-style-type: none"> • Map what type of intervention is best for each individual e.g. phonics • Reading mentor training to be delivered in term 1-1 with students signing a 'contract' outlining clear roles and responsibilities. • Literacy booklet to be created with homework sections and parents to sign • Ensure the difference is narrowed for Pupil premium and SEND students, in all measure. 	<ul style="list-style-type: none"> • Small group intervention for students with high level teaching assistant scheduled. • Develop schemes of work for teacher intervention with identified students -small sets, including differentiation. • Paired reading with key Stage 5 students. • Homework club to support students. • Engagement with parents, letters home to inform parents of close monitoring and tasks to be completed at home. • Use of rewards to celebrate achievement and progress. 	<ul style="list-style-type: none"> • Planning meeting with Heads of department • High level teaching assistant to inform Heads of department about interventions and progress being made by students • Scheme of work to be shared with Heads of department • Earlier pairing of 6th form students with year 7s • Parents/Carers to receive letters to inform them of plans for intervention and progress made • Certificate for each student at ACE Awards
Progress & attainment targeted	<ul style="list-style-type: none"> • More numeracy interventions to be scheduled • Progress to be shared across departments and with SEND team 	<ul style="list-style-type: none"> • Small group intervention for students with high level teaching assistants planned each week. • Develop schemes of work for teacher intervention with identified students – small sets. 	<ul style="list-style-type: none"> • Planning meeting with Heads of departments • High level teaching assistant to inform Heads of department about

intervention in Numeracy	<ul style="list-style-type: none"> • Show parents how to use on-line portal • Increase attendance to Maths homework club 	<ul style="list-style-type: none"> • Parent sessions on MyMaths • Use of rewards to celebrate achievements and progress. 	<p>interventions and progress being made by students</p> <ul style="list-style-type: none"> • Schemes of work to be shared with Heads of department. • Earlier pairing of 6th form students with year 7s • Parents/Carers to receive letters to inform them of plans for intervention and progress made • Certificate for each student at ACE Awards
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Catch-Up Funding Impact and Review 2017-2018

Background:

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).The funding is £500 per pupil.

ENGLISH

English Success Criteria:

90% of targeted Year 7 pupils to meet the minimum attainment thresholds in English by July 2018

There are **59 students** who joined the academy below the expected standard in English (Equivalent to 2.3 attainment score.) Each student benefited from one intervention lesson per week focusing on developing their literacy.

- 40 Pupil Premium Students

- 15 SEND Support students
- 8 students SEND and Pupil Premium
- 21 English as an additional language (EAL) students

Students	Numbers	1+ Sub Level	2+ Sub Level	Achieved Level	Below Level
Overall	59	52	48	38	21
Non-Pupil premium	19	18	15	13	6
Pupil Premium	40	34	33	25	15
English as an additional language	21	20	18	13	8
SEND Support	15	13	13	5	10
Pupil premium and English as an additional language	8	8	8	5	3
Pupil premium	14	12	12	5	9

By July 2018.

- 65% of students achieved the expected level
- 35% of students remained below the expected level
- 81% of students made 2+ levels of progress
- 62% of PP students achieved the expected level
- 33% of SEND support students met the expected standard
- 62% of EAL students met the expected standard, with 86% making more than 2 levels of progress

Commentary

- More SEND students need to be supported with meeting the expected level
- Students who remain below the expected standard will continue to have intervention in year 8
- May need to increase the amount of intervention lessons or arrange for booster sessions during half term holiday.

MATHS

Maths Success Criteria:

90% of targeted Year 7 pupils to meet the minimum attainment thresholds in Maths by July 2018. Students were provided with additional resources to assist them with developing numeracy skills.

There are **53 students** who joined the academy below the expected standard in Maths.

- 35 Pupil Premium Students
- 17 SEND Support students
- 13 students SEND and Pupil premium.
- 18 EAL students

Students	Numbers	1+ Sub Level	2+ Sub Level	Achieved Level	Below Level
Overall	53	46	33	27	26
Non-PP	18	16	13	10	8
PP	35	30	20	17	18
EAL	18	17	11	8	10
SEND Support	17	15	13	6	11
PP and EAL	9	9	5	4	5
PP and SEND	13	11	9	4	9

By July 2018.

- 51% of students achieved the expected level
- 49% of students remained below the expected level
- 62% of students made 2+ levels of progress
- 38% of PP students achieved the expected level

- 65% of SEND support students met the expected standard
- 44% of EAL students met the expected standard, with 61% making more than 2 levels of progress

Commentary

- More PP and EAL students need to be supported with meeting the expected level
- Students who remain below the expected standard will continue to have intervention in year 8
- No intervention sessions were provided, due to not having a Maths specialist – this will need to be revisited or arrange for booster sessions during half term holidays.