



## Year 7 Catch up Funding 2018-19

The literacy and numeracy catch up funding provides schools with additional funding to support those students who performed below national expectations at KS2 in English and Maths. A pupil awarded a scaled score of 100 or more has met the expected standard in each test any score below this or no recorded score means a student has not met the expected standard of the test. This is Department for Education terminology and not that of Presfield school.

It is provided to all state funded schools with a Year 7 cohort and is designed to ensure that students who have not achieved their potential at KS2 are not disadvantaged by this and are provided with the opportunity to ensure they have the same equality of opportunity as their peers by the time they leave compulsory education.

We have a number of students who have entered the school with KS2 results below national expectations.

- Below standard in Literacy ONLY – 2
- Below standard in Numeracy ONLY – 2
- Below standard in BOTH Literacy and Numeracy - 8

The amount of funding is £5000.00

### How we intend to spend our allocation for 2018/19

Maths - outcomes derived from question level analysis and understanding of student need			
Desired outcome	Chosen action/approach	Staff	Review of Impact
Accelerated progress to support students flight path becoming that of a secondary ready student	Collaborative teaching approaches (Kagan etc) used in class Monitor against appropriate stage (secondary ready) Maths tutor	JW AT IE	40% of students will make accelerated progress (> 2 stages in a year) Each member of year 7 team has chosen 2 students to focus on - monitored through PM meetings

Ensure consistency of delivery amongst all staff who work with year 7	Share development areas and strategies with staff	A IE	100% of year 7 lessons will be judged good or better
Improve basic numeracy skills through the use of life skills to develop maths in context	life skills tripos focus on budgeting and use of money	AT JW	
English - outcomes derived from question level analysis, reading baseline and understanding of student need			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Staff</b>	<b>Review of Impact</b>
Accelerated progress to support students flight path becoming that of a secondary ready student	Collaborative teaching approaches (Kagan etc) used in class	JW AT	40% of students will make accelerated progress (> 2 stages in a year)
Improved Comprehension	1-1 support to develop comprehension strategies in form time Purchase audio books. Teacher assessment. End of term tests.	JW AT	100% improved comprehension measured during reading testing
80% of students have reading age in line with chronological age	1:1 support. 1 student- reading materials; visual perception intervention programme. 1:1 student - alphabet skills. TA's to support in class reading. Specialist teacher assessment. Diagnostic tests summer term 2. IDL programme training to TA.	JS JW AT IE	TAs support in class reading and small group work
Language skills developed to ensure good progression from year 7-11	Life skills used to support writing for pleasure and purpose	AT JW	Jun assessments show improved writing skills

Ensure consistency of delivery amongst all staff who work with year 7	Share development areas and strategies with staff. Staff training and support.	All IE	100% of year 7 lessons will be judged good or better
Behaviour for learning			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Staff</b>	<b>Review of Impact</b>
Students accessing lessons allowing academic progress to occur	Employ nurture support teacher. Teacher assessment by measuring progress in accessing class.	JS	100% of students being supported by nurture teacher to be integrated into lessons by end of year

## The impact Catch-up Premium had in 2018/19

We have a number of students who have entered the school with KS2 results below national expectations.

The amount of funding was £5000

Maths	
Desired outcome	Impact
80% to make 2 stages of progress in year	50% of students made 2 stages of progress in Maths.
Against flight path 40% make 2+ stages of progress	16.6% of students made more than 2 stages of progress in Maths.
100% of lessons judged good or better	Met
English	
Desired outcome	Impact
Against flight path 40% make 2+ stages of progress	8.33% made more than 2 stages of progress in English.
Improved comprehension	In line with repeated comprehension activities (in class and homework tasks), the students made good progress with developing their comprehension skills. The skills were integrated across the curriculum and the students understood the expectations.
80% of students have reading ages in line with chronological	75% in line with or above chronological reading ages.
Planning reflects intervention work by class teacher	Planning has differentiation column to detail additional support given - SLT monitoring of MTP
Behaviour for learning	
Desired outcome	Impact
100% of students integrated by end of year	50% partial integration - 1 student reduction of behaviour that challenges after alternative timetable 2018/19