

## YEAR 7 CATCH UP Funding 2017 -18

The change in National testing meant that the school adopted a different approach towards the use of Catch Up Funding. The lack of information regarding the amount of funding to be provided also affected the variety of strategies that could be adopted from the start of the academic year.

### Plan of Support and intervention 2017-18 – Spend £10,000

Activity & Specific Focus Group	Actions	Cost	Impact
<b>Catch –Up Literacy Programme</b>	<p>Less Than 100 Standardised Score is considered below National Standard</p> <p>The actions for the students under 100 have been targeted in different ways – a stratified approach</p> <p>QLA was shared with departments and staff to support planning.</p>	Data Manager role - £200 contribution	See below for details at varying tiers
Scores 95-99 (40 pupils)	<p><b><u>In class Intervention &amp; Support in English lessons</u></b></p> <p>Following <b>Question Level Analysis</b> from SATS in September a key Target was set to ensure the pupil could improve and so be in line with national standards.</p>	<p>The cost of this is in staff time and focus but within their main role as class teacher.</p> <p>Pupils follow the Reading initiative within school.</p>	<b><i>20 out of 27 Pupils are above their English Flight Path</i></b>
Scores 90-94 (19 Pupils)	<p><b><u>In class Intervention &amp; Support in English lessons</u></b></p> <p>Following <b>Question Level Analysis</b> from SATS in September class teachers were aware of strengths and weaknesses.</p>	The cost of this is in staff time and focus but within their main role as class teacher	<b><i>12 out of 13 Pupils are above their English Flight Path</i></b>

Activity & Specific Focus Group	Actions	Cost	Impact
<p>Scores less than 90 (9 Students)</p> <p><b><i>Change of emphasis to first time teaching and SEND intervention work.</i></b></p>	<p><b><u>Lexia</u></b> Intervention for basic understanding of reading and related constructs</p> <p>Literacy skills identified in initial assessment that are in need of development- these will be focused upon.</p>	<p><b><u>Lexia</u></b> Annual Cost £1100 Staff facilitating Lexia sessions - £800</p>	<p><b><u>Lexia</u></b> Target frequently used words and construction of new words. Lexia scales demonstrate improvements.</p> <p><b><i>2 out of 9 Pupils are above their English Flight Path</i></b></p>
<p><b><u>Catch-Up Numeracy Programme</u></b></p>	<p>Less Than 100 Standardised Score is considered below National Standard</p> <p>The actions for the students under 100 have been targeted in different ways – a stratified approach</p> <p>ALL Students given e detailed analysis, strengths and weakness of individuals and the cohort in addition to a full analysis of Question Level Analysis at Key Stage 2.</p> <p>Maths TA to individually target students</p>	<p>Partial TA funding - £2800</p> <p>Introduction of WRH activities Training £250 Staff Development time - £1200 (Support from SiL) SiL Support – SLA - £800</p>	<p>Specific advice and improvements made in topics and core components of mathematics understanding.</p> <p>Topics include Negative numbers, multiplication and division. Also order of operations.</p> <p>WRH has been used as a vehicle to promote depth of understanding.</p>
<p>Scores 95-99 (52 Pupils)</p> <p><b><u>In class Intervention &amp; Support in Maths lessons</u></b></p>	<p>Following <b>QLA</b> from SATS in September a key Target was set to ensure the pupil could improve and so be in line with national standards.</p> <p>Schemes of work were also adjusted. Just after half term following QLA.</p> <p>The introduction of WRH materials and programme of study.</p> <p>Spring Term, update of these resources and SiL support.</p>	<p>The cost of this is in staff time and in development of SoW as a priority to support deeper understanding.</p> <p>See above</p>	<p><b><i>21 Pupils out of 27 are above their Maths Flight Path</i></b></p>

Activity & Specific Focus Group	Actions	Cost	Impact
Scores 90-94 (21 Pupils)	<p><b><u>In class Intervention &amp; Support in Maths lessons</u></b></p> <p>Following <b>Question Level Analysis</b> from SATS Tests in September class teachers were aware of strengths and weaknesses. As in the 95-99 group</p>	The cost of this is in staff time and focus but within their main role as class teacher the cost is one of opportunity rather than actual.	<p>Evidence of successful improvements in Progress 12 Tests awaited.</p> <p><b><i>7 out of 12 Pupils are above their Maths Flight Path</i></b></p>
Scores less than 90 (8 Students)	<p><b><u>Symphony Mathematics</u></b></p> <p>Intervention for basic understanding of numeracy and related information. Practice of number bonds, times tables whilst relating these to shape and occasionally an abstract topic which helps understanding.</p> <p>Small group and individual Numeracy programme delivered once/twice per week</p> <p>Numeracy skills identified in initial assessment that are in need of development- these will be focused upon improving basic number skills.</p>	<p><b><u>Symphony Mathematics</u></b></p> <p>Annual Cost £1100</p> <p>Staff facilitating Symphony sessions - £600 in staff time</p>	<p><b><u>Symphony</u></b></p> <p>Symphony pupils are targeted to improve specific standards. The Symphony programme indicates specific strands that have been improved.</p> <p>Targets pupils' conceptual understanding for example number bonds, shape to represent multiplication and the use of tables in simple problem solving.</p> <p><b><i>3 out of 8 Pupils are above their Maths Flight Path</i></b></p>

## **END of YEAR 7 Results 2017-18**

Current Flight paths for the below 90 pupils in numeracy indicated that the change of approach to tutorial based intervention did not have desired impact.

Review: Introduction of GL assessments, Parental engagement, 'Catch-Up' Numeracy training and direct 1 to 1 from Autumn half term onwards.

Similarly in English the below 90 pupils were the least successful in making progress so as with numeracy a change of approach is to be introduced. Catch Up Literacy Programme training is to be completed and GL Assessment used to support parental engagement as well as teacher understanding of individual need.



## YEAR 7 CATCH UP Funding 2016 -17

The change in National testing meant that the school adopted a different approach towards the use of Catch Up Funding. The lack of information regarding the amount of funding to be provided also affected the variety of strategies that could be adopted from the start of the academic year.

### Plan of Support and intervention 2016-17 – Spend £10,125

Activity & Specific Focus Group	Actions	Cost	Impact
<p><b>Catch –Up Literacy Programme</b></p>	<p>Less Than 100 Standardised Score is considered below National Standard</p> <p>The actions for the students under 100 have been targeted in different ways – a stratified approach</p> <p>ALL Students took English Progress Tests 11T which gave detailed analysis, strengths and weakness of individuals and the cohort in addition to a full analysis of Question Level Analysis at Key Stage 2.</p>	<p>Catch Up Literacy Contribution - £750 towards Progress 11T Tests.</p>	<p>See below for details at varying tiers</p>
<p>Scores 95-99 (40 pupils)</p>	<p><b><u>In class Intervention &amp; Support in English lessons</u></b></p> <p>Following <b>Question Level Analysis</b> from SATS and Progress 11T Tests in September a key Target was set to ensure the pupil could improve and so be in line with national standards.</p> <p>Evidence of this Target for improvement can be found in exercise books.</p>	<p>The cost of this is in staff time and focus but within their main role as class teacher the cost is one of opportunity rather than actual.</p>	<p>Evidence of successful improvements in Progress 12 Tests awaited.</p> <p><b><i>33 out of 40 Pupils are in line or above their English Flight Path</i></b></p>

Activity & Specific Focus Group	Actions	Cost	Impact
<p>Scores 90-94 (19 Pupils)</p>	<p><b><u>In class Intervention &amp; Support in English lessons</u></b></p> <p>Following <b>Question Level Analysis</b> from SATS and Progress 11T Tests in September class teachers were aware of strengths and weaknesses. In addition Progress 11T identified areas for development.</p> <p><b><u>Summer Catch - Up Literacy Programme</u></b></p> <p>Some students will have the opportunity to follow the Catch up Literacy programme in the Summer Term</p>	<p>The cost of this is in staff time and focus but within their main role as class teacher the cost is one of opportunity rather than actual.</p> <p><b><u>Summer Catch- Up Literacy Programme</u></b></p> <p>Catch up Literacy time against teacher costs</p> <p>£800 per teacher per session across Spring and Summer term (staff time)</p> <p>So 5 X £800 = £4000 *</p>	<p>Evidence of successful improvements in Progress 12 Tests awaited.</p> <p><b><i>7 out of 19 Pupils are in line or above their English Flight Path</i></b></p>
<p>Scores less than 90 (17 Students)</p> <p><b><i>Approximately the same sized cohort as Broughton Hall has had following Catch up Programmes in the past.</i></b></p>	<p><b><u>Lexia</u></b></p> <p>Intervention for basic understanding of reading and related constructs</p> <p><b><u>Spring Catch- Up Literacy Programme</u></b></p> <p>Small group and individual reading &amp; literacy programme delivered twice per week</p> <p>This uses the shared reading of a set text and its meaning on a one to one basis.</p> <p>Literacy skills identified in initial assessment that are in need of development- these will be focused upon.</p>	<p><b><u>Lexia</u></b></p> <p>Annual Cost £900 Staff facilitating Lexia sessions - £600</p> <p><b><u>Spring Catch- Up Literacy Programme</u></b></p> <p>Catch up Literacy time against teacher costs</p> <p>£800 per teacher per session across Spring and Summer term (staff time)</p> <p>So 5 X £800 = £4000*</p> <p>*same cost line as above</p>	<p><b><u>Lexia</u></b></p> <p>Target frequently used words and construction of new words. Lexia scales demonstrate improvements.</p> <p><b><i>16 out of 17 Pupils are in line or above their English Flight Path</i></b></p> <p><b><u>Spring Catch- Up Literacy Programme</u></b></p> <p>Evidence of successful improvements in Progress 12 Tests awaited.</p>

Activity & Specific Focus Group	Actions	Cost	Impact
<b><u>Catch-Up Numeracy Programme</u></b>	<p>Less Than 100 Standardised Score is considered below National Standard</p> <p>The actions for the students under 100 have been targeted in different ways – a stratified approach</p> <p>ALL Students took Maths Progress Tests 11T which gave detailed analysis, strengths and weakness of individuals and the cohort in addition to a full analysis of Question Level Analysis at Key Stage 2.</p> <p>Maths TA to individually target students</p>	Catch Up Numeracy Contribution - £750 towards Progress 11T Tests	<p>Specific advice and improvements made in topics and core components of mathematics understanding.</p> <p>Topics include Negative numbers, multiplication and division. Also order of operations.</p>
Scores 95-99 (52 Pupils)	<p><b><u>In class Intervention &amp; Support in Maths lessons</u></b></p> <p>Following <b>Question Level Analysis</b> from SATS and Progress 11T Tests in September a key Target was set to ensure the pupil could improve and so be in line with national standards.</p> <p>Schemes of work were also adjusted. Just after half term following QLA.</p>	The cost of this is in staff time and focus but within their main role as class teacher the cost is one of opportunity rather than actual.	<p>Evidence of successful improvements in Progress 12 Tests awaited.</p> <p><b><i>35 out of 52 Pupils are in line or above their Maths Flight Path</i></b></p>
Scores 90-94 (21 Pupils)	<p><b><u>In class Intervention &amp; Support in Maths lessons</u></b></p> <p>Following <b>Question Level Analysis</b> from SATS and Progress 11T Tests in September class teachers were aware of strengths and weaknesses. In addition Progress 11T identified areas for development.</p>	The cost of this is in staff time and focus but within their main role as class teacher the cost is one of opportunity rather than actual.	<p>Evidence of successful improvements in Progress 12 Tests awaited.</p> <p><b><i>15 out of 21 Pupils are in line or above their Maths Flight Path</i></b></p>

Activity & Specific Focus Group	Actions	Cost	Impact
Scores less than 90 (8 Students)	<p><b><u>Symphony Mathematics</u></b></p> <p>Intervention for basic understanding of numeracy and related information. Practice of number bonds, times tables whilst relating these to shape and occasionally an abstract topic which helps understanding.</p> <p><b><u>Spring Catch- Up Numeracy Programme</u></b></p> <p>Small group and individual Numeracy programme delivered once/twice per week</p> <p>This uses the shared reading of a set text and its meaning on a one to one basis.</p> <p>Numeracy skills identified in initial assessment that are in need of development- these will be focused upon improving basic number skills.</p>	<p><b><u>Symphony Mathematics</u></b></p> <p>Annual Cost £900</p> <p>Staff facilitating Symphony sessions - £600 in staff time</p> <p><b><u>Spring Catch- Up Numeracy Programme</u></b></p> <p>Catch up Numeracy time against teacher costs</p> <p>£800 per teacher per session across Spring and Summer term (staff time)</p> <p>So 5 X £600 = £3000</p>	<p><b><u>Symphony</u></b></p> <p>Symphony pupils are targeted to improve specific standards. The Symphony programme indicates specific strands that have been improved.</p> <p>Targets pupils' conceptual understanding for example number bonds, shape to represent multiplication and the use of tables in simple problem solving.</p> <p><b><u>Spring Catch- Up Numeracy Programme</u></b></p> <p>Evidence of successful improvements in Progress 12 Tests awaited.</p> <p><b><i>6 out of 72 Pupils are in line or above their Maths Flight Path</i></b></p>

### **END of YEAR 7 Results 2016-17.**

Current Flight paths show progress for the majority of pupils. Improvements need in English for the 95-99 Scaled Score Numeracy pupils. They had the lowest value for positive progress being made.

## YEAR 7 CATCH UP Funding 2015 -16

Allocated Amount Estimated £8500 Funding is allocated at £500 per student during the academic year. Students have been identified and will be supported through a variety of means including some in class support, reading revolutionaries and pastoral support. However the 'Catch UP Funding' will be used to supplement these activities with specific projects and strategies that are detailed below on the next page.

### Plan of Support and intervention 2015-16

Activity	Focus Group	Cost	Anticipated Impact
Catch –Up Literacy Programme	Level 3 Students  Two groups of 6 students targeted and supported by staff on a 12-15 week programme. All students to access across the school year.	Lesson Allocation for staff equivalent to £2000 per group  Total = £2000	Achieve Level 4 for over 60% of the full cohort.  Student confidence to improve and an analysis of key skill improvements.
Use of Symphony Mathematics Programme & Lexia Reading Programme	All students within focus group	Licence for Symphony Mathematics £1000  Licence for Lexia - £1000  Contribution towards staffing - £1500	<b><u>Symphony</u></b> Improvements in specific fundamental topics targeted specifically in number. Steps to try and widen the impact to the Level 3 students  <b><u>Lexia</u></b> Target frequently used words and construction of new words. Lexia scales demonstrate improvements for all  Targets students 'Reading Construction' for example specific frequently used words, the use of phonics and some conjunctions within the basic skills.

<p><b>Maths</b> KS3 Maths intervention officer for maths to target specific weaknesses with focused and personalised programme of study.</p>	<p>Level 3 Students</p>	<p>Contribution to PPA and meeting time in addition to ADA Allowance for staff – contribution.</p> <p>£2000</p> <p>Specific interventions for AENCO and assistant SENCO to be completed. £500</p> <p>Targeting for support the Catch Up Numeracy programme</p>	<p>Specific advice and improvements made in topics and core components of mathematics understanding.</p> <p>Topics include Negative numbers, multiplication and division. Also order of operations.</p> <p>Maths TA to individually target students</p>
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**END of YEAR 7 Results 2015-16**

Assessments for maths were based on Level National Progress Tests

English Assessment using NC Criteria and timed responses to key questions were used.

	Maths	English
Below Level 4 on Entry	13	8
Above level 4 at end of Year 7	3	8
Below Level 3 on Entry	4	1
Above level 3 at end of Year 7	2	1

Analysis of the results shows impact in mathematics shows that improvements have been made since 2013-14 but have fallen in 2015-16 since the previous year.

As a result of the disparity Catch Up Numeracy Training will take place in 2016-17 and be introduced during Spring Term.

Results in English were excellent and superb progress made. The Spring Literacy Catch-Up Programme will be repeated and extended as we move forward in 2015-16.