

Year 7 Catch up Funding

2018 – 2019

2018 SATs as Y7 Cohort

Rationale

The Government has allocated middle and secondary schools funding targeted at 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 used to increase the progress of these pupils to ensure attainment is, at least, in line with peers and to support the transition of these students to the secondary phase. Costed strategies used to achieve this are outlined within this document.

Pupils eligible for catch up funding 2018-2019:

SUBJECT	Reading	Writing	GPS	Maths
Total number of students	39	22	31	42
Boys	20	18	18	20
Girls	19	4	13	22
DA	18	12	16	20
SEND	8	10	8	9
EAL	4	2	3	4

Notes

- Fifteen students did not achieve Reading, Writing and GPS (but did achieve Maths)
- Fourteen students did not achieve Reading, Writing, GPS and Maths
- Six students did not achieve Reading and GPS (but did achieve Writing)
- One students did not achieve Reading and Writing (but did achieve GPS)
- Twelve students did not achieve Reading (but did achieve Writing and GPS)
- Three students achieved Reading (but did not achieve Writing or Maths)
- Eighteen students achieved Writing (but did not achieve Reading or Maths)
- Two students achieved Maths (but did not achieve Reading or Writing)
- Six students achieved Reading and Writing (but did not achieve Maths)
- Three students achieved Writing and Maths (but did not achieve Reading)
- One student achieved Reading and Mats (but did nit achieve Writing)

Funding allocation for Monkseaton Middle School for 2018-19 is approximately £ TBC

Please note – this is an approximate figure as the DfE does not release the exact figure until February/March 2019



Strategies

Reading: Students who did not achieve expected standard (EXS) are withdrawn from one English lesson per week and supported in very small groups to close the learning gaps from the SATs. Year 7 Autumn 2 half-term is heavily focussed on reading, especially inference, with in –depth answers. This, together with the intensive focused reading lesson will ensure progress in the January SATS retake.

Writing: Students who did not achieve expected standard (EXS) are part of in-lesson focus groups by the class teacher. Each teacher is fully appraised of the specific area for development and works on this as part of the lesson planning. Two experienced members of the English team will re-audit books in December 2018 using the new TAF frameworks to assess progress.

Maths:

Targeted intervention sessions take place twice per week during normal maths lessons. Small groups of students who did not achieve Expected standard in their Y6 maths SATs work with a teacher on the specific areas of underperformance from question level analysis. Further work is also undertaken in other maths lessons on basic skills to enhance confidence in and speed of, calculation.

Area of Expenditure	Strategies
Use of data to maximise progress and intervention	<p>Analysis of attainment and progress in English and Maths</p> <p>Monitoring and tracking of intervention using Effect Size model</p>
Targeted intervention in literacy	<p>One to one and small group intervention</p> <p>Targeted CPD on inference linked to whole school CPD programme</p> <p>Book scrutiny and learning walks to with a focus on boys and PP students to ensure engagement and progress</p> <p>Whole school reading approach with form time linked to a class reader to embed 'reading for pleasure'</p> <p>Accelerated Reader to be embedded into Yr curriculum</p> <p>Weekly English focus across school to further embed learning</p> <p>Purchase of Kerboodle software</p>



Targeted intervention in Maths	<p>One to one and small group intervention</p> <p>Purchase of maths modelling equipment to engage learners</p> <p>Maths training on Manipulatives</p> <p>Use of White Rose Resources</p> <p>Enrichment activities to engage learners</p> <p>Book scrutiny and learning walks to with a focus on boys and PP students to ensure engagement and progress</p>
TOTAL	£5900 (approx.)

Impact of Actions 2018-2019

Reading			Maths		
Number of students not at standard at Sept 2018	Number of students who achieved expected standard by December 2018	Number of remaining students who achieved expected standard by Summer 2019	Number of students not at standard at Sept 2018	Number of students who achieved expected standard by December 2018	Number of remaining students who achieved expected standard by Summer 2019
39	6	TBC	42	6	TBC

