

Year 7 Catch up Funding

2017 – 2018

2017 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 2017-2018:

SUBJECT	Reading	Writing	GPS	Maths
Total number of students	19	15	18	19
Boys	13	11	12	13
Girls	6	4	6	6
DA	10	9	11	12
SEND	6	7	5	10
EAL	0	0	0	0

Notes

- One student who attends an alternative provision has been removed from the cohort as intervention will be provided through his current provision and not at MMS
- Four further students have now left the school and therefore intervention will be provided through their current provision and not at MMS (moved to Secondary Schools)
- One student who did not achieve Reading / Writing / GPS was disapplied
- Ten students did not achieve Reading, Writing and GPS
- Two students did not achieve Reading and GPS (but did achieve Writing)
- Two students did not achieve Reading and Writing (but did achieve GPS)
- Five students did not achieve Reading (but did achieve Writing and GPS)

Funding allocation for Monkseaton Middle School for 2017-18 is approximately £7337

Please note – this is an approximate figure as the DfE does not release the exact figure until February/March 2018



Strategies

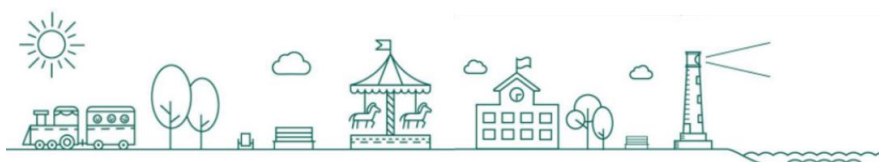
Reading: Students who did not achieve expected standard (EXS) are withdrawn from one English lesson per week and supported in very small groups to close the learning gaps from the SATs. Year 7 Autumn term is heavily focussed on reading, especially inference, with in –depth answers. This, together with 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 2017 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 active engagement for boys and PP students 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>Weekly English focus across school to further embed learning</p>



	Purchase of 'boy friendly' books for school library
Targeted intervention in Maths	<p>One to one and small group intervention</p> <p>Purchase of maths modelling equipment to engage learners</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	£4000 (approx.)

Impact of Actions

Reading			Maths		
Number of students not at standard at Sept 2017	Number of students who achieved expected standard by December 2017	Number of remaining students who achieved expected standard by Summer 2018	Number of students not at standard at Sept 2017	Number of students who achieved expected standard by December 2017	Number of remaining students who achieved expected standard by Summer 2018
19 (reading)	6	10	19	6	9



Supplementary Information: NOV 2018

English Outcomes:

Reading Paper	Vulnerable Group	Scaled Score July 2017	Scaled Score by Summer 2018	Raw score difference in marks	% Change per child
Student 1	PP	94	95	+1	1.06
2		Dis-applied			
3	PP	96	87	-9	-9.4
4	SEND & PP	85	84	-1	-1.2
5	None	87	84	-3	-3.4
6	None	97	100	+3	3
7	SEND	98	102	+4	4
8	PP	91	91	0	0
9	SEND	85	87	+2	2.4
10	SEND & PP	85	90	+5	5.9
11	None	93	106	+13	13.9
12	None	99	100	+1	1
13	PP	98	92	-6	-6.1
14	SEND	97	97	0	0
15	PP	92	93	+1	1.08
16	None	99	102	+3	3
17	PP	97	94	-3	3
18	None	99	103	+4	4

Maths Outcomes

Student	Vulnerable Group	Raw score 2017 SAT	Scaled score 2017 SAT	Raw score by Summer 2018	Scaled Score by Summer 2018
1	None	53	99	63	101
2	PP	42	96	57	100
3	None	51	98	65	101
4	PP	46	97	48	97
5	SEND	56	99	57	100
6	SEND	51	98	65	101
7	SEND	50	97	71	103

