

Year 7 Catch-Up 2018-19

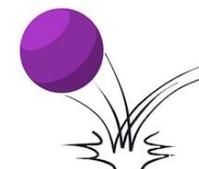
To support students who do not achieve the expected standard at primary school in gaining the ability and confidence to achieve at secondary school.

Allocated funding 2018/19: £28,741

Planned Expenditure

Desired Outcome	Approach	Evidence	Monitoring	Cost
For students to improve their understanding of literacy, filling in 'gaps' that were not grasped at Primary School.	Additional HLTA staffing in lower Year 7 English sets where students are supported in the classrooms and through withdrawal for synthetic phonics lessons where appropriate	The EEF shows an increase in progress of 4 months for students who undertake phonics. Our college analysis shows that phonics continually to improve students' reading abilities.	KS3 English lead and Head of Department. Through department monitoring processes as well as analysis of assessment data.	£2,625
	Students with a KS2 standardised score of less than 100 attend small group catch-up lessons for 50 minutes each week. Through question level analysis, difficulties are identified and methodically addressed.	As groups are small, the lessons can be highly personalised and directly address students' needs. The curriculum is flexible, so more time can be spent on areas of need. The EEF shows that such small group work can increase students' progress by 4 months.	Teacher in charge of literacy catch-up and Head of Department. Through department monitoring processes as well as analysis of assessment data.	£11,700
	Using older students to read with lower ability students for 30 minutes once each week through the paired-reading scheme. Where needed, students are paired with Sixth Form students who are specifically trained in phonics.	Paired-reading has a history of success in the college with students increasing their reading ages by over two and a half years in just one year.	HLTA responsible for paired-reading undertakes assessments. Progress is overseen by the Head of English	£500

Desired Outcome	Approach	Evidence	Monitoring	Cost
For students to improve their understanding of numeracy, filling in 'gaps' that were not grasped at Primary School	Development of the Maths Mastery Curriculum in Year Seven to ensure students full grasp all aspects of the curriculum. This includes providing two 30-minute support sessions for students each week, alongside their usual maths lessons.	This curriculum has gained national acclaim and their own empirical study showed that under the Maths Mastery approach students made more progress than through the standard maths curriculum.	KS3 Maths lead and Head of Department. Through department monitoring processes as well as analysis of assessment data.	£5,425
	Students with a KS2 standardised score of less than 100 attend small group catch-up lessons for 50 minutes each week. Through question level analysis, difficulties are identified and methodically addressed.	As groups are small, the lessons can be highly personalised and directly address students' needs. The curriculum is flexible, so more time can be spent on areas of need. Thee EEF shows that such small group work can increase students' progress by 4 months.	Teacher in charge of numeracy catch-up and Head of Department. Through department monitoring processes as well as analysis of assessment data.	£11,700
Total Planned Expenditure 2018/19				£31,950



Evaluation of Previous Expenditure of £28,741 in 2017/18

Desired Outcome	Approach	Outcomes and Evidence	Cost
Improved reading ages at KS3.	Paired-reading – a peer approach using Y11 and Sixth Form students to read with KS3 students once a week. These are students with a lower than average reading age in September.	Reading ages improved amongst this cohort by 8.8 months in 8 months. This means they improved slightly faster than average, from lower starting points. For a low-cost strategy this seems to be an effective use of funding.	£1,000
Improved literacy at KS3.	Synthetic Phonics for students with reading ages that are significantly below average. This coincides with KS3 English lessons.	For those students who undertook phonics lessons in 2017/18 increased their reading ages by an average of 15 months. This seems to be effective in improving reading ability for these students.	£2,500
Improved literacy and numeracy at KS3	1:1 literacy and/or numeracy sessions tailored to meet gaps in students' knowledge and understanding during summer term of Year 7.	As a result of intervention and support lessons, Year 7 English catch-up students achieved an estimated progress 8 score of +0.51. The Maths students' progress 8 score was +0.64.	£12,500
Greater teacher-focused attention for low attaining students	Employ additional staff to increase the number of classes in KS3 Maths and English, making smaller class sizes.	Attainment 8 scores were 32.39 and 38.28 showing that despite catching up in some areas, their attainment is yet to be in line with others.	£12,500
Total Spending 2017/18			£28,500

