

Year 7 Catch Up Spend and Plan

How we spent the allocation of funds for 2016-17

In 2016 – 2017 Dean Trust Ardwick was allocated £16,189 in funding as part of the Year 7 catch up initiative. Year 7 catch-up funding provides an additional £500 for every pupil who has not achieved the desired level for reading and/or mathematics at Key Stage 2. This funding aims to help these students to ‘catch up’ with their peers during their first years at the school.

The table below outlines how the Year 7 catch-up funding should be spent to improve pupils’ literacy and numeracy skills so that they could ‘catch-up’ to their peers.

Literacy		
Desired Outcome	Summary of Spend	Evidence of Impact
<ol style="list-style-type: none"> 1. To rapidly close the gap between pupils’ chronological age and reading age. 2. To improve pupils’ comprehension and summary skills. 3. To rapidly close the gap between pupils’ chronological age and spelling age. 4. To improve the accuracy of pupils’ written work with a specific focus on sentence and paragraph construction. 	<ul style="list-style-type: none"> • Purchase of Lucid Exact • x1 part-time literacy coordinator. • Purchase and copying of resources for intervention sessions including vocabulary books. • Purchase of a variety of appropriate books and texts for the programme which have been levelled. • Purchase of Accelerated Reader licenses • Covering the cost of AR training. • Purchase of appropriately levelled Accelerated Reader texts to be available to borrow from the library. • Purchase of rewards/ incentives. • x1 part-time reading assessment who will mentor identified pupils through Accelerated reader, run reading groups and liaise with parents/carers over the progress of pupils and at-home reading strategies. 	<ol style="list-style-type: none"> 1. To rapidly close the gap between pupils’ chronological age and reading age. 2. To rapidly close the gap between pupils’ chronological age and spelling age. <ul style="list-style-type: none"> • Average increase in Word Recognition Age across 3-4 months was 15.9 months • 96% of cohort closed the gap between chronological and Word Recognition Age by making more than 3-4 months’ progress. • Average increase in Reading Comprehension Age across 3-4 months was 12 months • 93% of cohort closed the gap between chronological and Reading Comprehension Age by making more than 3-4 months’ progress. • Average increase in Spelling Age across 3-4 months was 14.1 months • 93% of cohort closed the gap between chronological and Spelling Age by making more than 3-4 months’ progress. • 100% of cohort closed the gap between chronological and Reading Age by making more than 3-4 months’ progress. • Average Reading Age of cohort in September 2016 was 8.01 which increased to 9.03 by July giving an increase of 14 months.

		<p>3. Improve the accuracy of pupils' written work with a specific focus on sentence and paragraph construction.</p> <ul style="list-style-type: none"> • Average accuracy score on written test (which assesses vocabulary use, grammar accuracy and spelling) increased from 2.4 out of 16 in March to 4.1 out of 16 in July – an increase of 11%. • The test mark scheme was also used to assess the accuracy of pupils' writing within Humanities in July which showed an average result of 2.3 for the cohort. • Against their target grades in English, the Catch Up cohort achieved a +13 residual at the end of the year with 84% of the cohort achieving their target grade or above in comparison to 50% across the whole year group.
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Numeracy		
Desired Outcome	Summary of Spend	Evidence of Impact
<ol style="list-style-type: none"> 1. Develop mathematical confidence of identified pupils. 2. Improve progress and attainment in Maths. 	<ul style="list-style-type: none"> • Part-time numeracy coordinator. • Purchase and copying of resources for intervention sessions. • Purchase of rewards/ incentives. 	<ol style="list-style-type: none"> 1. Develop mathematical confidence of identified pupils. 2. Improve progress and attainment in Maths. <ul style="list-style-type: none"> • Of those pupils who completed both the pre and post assessment, 73% of pupils improved their score on the assessment. • Of those pupils who completed both the pre and post assessment, the group mean increased by 13%. • Before intervention 100% of pupils were below target, at HT6 57% of pupils were on target or above target. • Numeracy assistant reported that all pupils who were engaged made progress. • Teachers felt that target pupils improved the main skills for KS3, such as multiplication, division, decimal numbers, fraction, etc. • Pupils' fundamental skills, as evidenced in regular skills tests were clearly better than before, which can help them to catch up with other students who did not attend math intervention.

How we plan to spend the current academic year's allocation of funds

Literacy			
Desired Outcomes	Chosen Action	Summary of Spend	Measure of Impact
<p>1. To improve the literacy skills of the pupils with the lowest starting point.</p> <p>2. Pupils to develop the foundation literacy skills required to access the curriculum.</p>	<p>Inclusion Literacy Catch Up and Modified Curriculum</p> <ul style="list-style-type: none"> Bespoke literacy sessions delivered by the SENDCo. Modified curriculum that focuses on developing literacy skills and applying them in a range of subjects. Breakfast reading and intervention sessions delivered by LSAs. 	<ul style="list-style-type: none"> Literacy resources. Reading books appropriate to reading age. Lucid testing. Breakfast for morning sessions. STAR reading age tests. Copying of resources. 	<ul style="list-style-type: none"> Reading age tests. Skills tests throughout the intervention sessions and the academic year. Progress and attainment in English.
<p>3. To rapidly close the gap between pupils' chronological age and spelling age.</p> <p>4. To improve the accuracy of pupils' written work with a specific focus on sentence and paragraph construction.</p>	<ul style="list-style-type: none"> Bespoke Numeracy and Literacy breakfast catch up sessions Intensive Literacy in HT1 of MFL for sets where pupils have not acquired the necessary literacy skills. Continued Intensive Literacy for pupils who 'graduate' from Modified Curriculum. One bespoke writing skills lesson per week devoted to developing insight, accuracy and use of language features. 	<ul style="list-style-type: none"> Part-time literacy assistant. Literacy resources. Breakfast for morning sessions. Copying of resources. 	<ul style="list-style-type: none"> Spelling age tests. Progress and attainment in English. Monitoring the quality of writing before and after interventions. Monitoring the quality of written work in classrooms.
<p>5. To rapidly close the gap between pupils' chronological age and reading age.</p> <p>6. To improve pupils' comprehension and summary skills.</p>	<ul style="list-style-type: none"> Reading within the curriculum. One lesson developing independent reading strategies and vocabulary decoding. Supported Accelerated Reader. Better Reading at Secondary School. Supported Bedrock Vocabulary Development. Targeted breakfast reading sessions. 	<ul style="list-style-type: none"> Part-time reading assistant. Appropriately levelled reading books. STAR reading tests. Accelerated reader Breakfast for morning sessions. Rewards and incentives. 	<ul style="list-style-type: none"> Reading age tests. Progress through Accelerated Reader. Progress and attainment in English.
Numeracy			
Desired Outcomes	Chosen Action	Summary of Spend	Measure of Impact
<p>1. Develop mathematical confidence of identified pupils.</p>	<ul style="list-style-type: none"> Bespoke Numeracy breakfast catch up sessions. 	<ul style="list-style-type: none"> Part-time numeracy coordinator. 	<ul style="list-style-type: none"> Skills tests throughout the intervention sessions and the academic year.

<p>2. Improve progress and attainment in Maths.</p>	<ul style="list-style-type: none"> • Numeracy development within the curriculum. • One lesson a week focusing on the development of mathematical skills. 	<ul style="list-style-type: none"> • Purchase and copying of resources for intervention sessions. • Purchase of rewards/ incentives. • Breakfast for morning sessions. 	<ul style="list-style-type: none"> • Progress and attainment in Maths. • Pupil voice on attitudes towards Maths.
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