

Year 7 Additional funding: Plan for 2018-2019

What is Year 7 'catch up' funding?

Year 7 'Catch-up' funding is money allocated to students who have not met Government floor standards for maths and English on entry to secondary education to ensure a rapid acceleration in progress to 'catch- up 'their peers. This money can be used in a variety of ways to ensure students make accelerated progress.

Students on entry tend to have much greater literacy and oracy needs than numeracy. These basic skills underpin all other areas of the curriculum. For this reason, a greater weight is given to reading, writing and oracy.

Funding for 2018-2019

Approx. total amount of catch up funding: **£6,585**

Number of students eligible for funding:

English: 14 students

Maths: 17 students

Both: 11 students

Strand	Planned Strategy	What this entails:	Cost	Actions and Intended Impact
Literacy , oracy and reading	HLTA within English, (<i>proportion of salary</i>)	<ul style="list-style-type: none"> Morning interventions and catch up sessions 	£1,590	<ul style="list-style-type: none"> Small group reading and oracy interventions to close gaps
	Create a small group for teaching English – more individualised attention and catching up of gaps (<i>small proportion of salary</i>)	<ul style="list-style-type: none"> Students have greater adult time to work with them 1:1 to catch up gaps Individualised support in lessons for routine and regular impact 	£1,000	<ul style="list-style-type: none"> Greater capacity for 1:1 Support and more time available to focus of catching up gaps
	Reading at start of every lesson and purchase of reading-age appropriate books	<ul style="list-style-type: none"> Purchase of books more accessible to students with lower reading ages Commitment from all staff to have 10 minutes dedicated reading time every lesson Graduation to more stretching books 	£500	<ul style="list-style-type: none"> Age appropriate books purchased Reading time allocated Improvement in reading ages seen to be closer to chronological age
Mathematics	Create a small group for teaching maths – more individualised attention and catching up of gaps (<i>small proportion of salary</i>)	<ul style="list-style-type: none"> Students have greater adult time to work with them 1:1 to catch up gaps Individualised support in lessons for routine and regular impact 	£880	<ul style="list-style-type: none"> Re-test at key times to ensure scores are rising as a result of intervention
	TA support for 1:1 interventions (<i>HTLA proportion of salary</i>)	<ul style="list-style-type: none"> Use of HLTA Improved maths testing to identify gaps Targeted work in class from September onwards to rapidly accelerate maths skills 	£1,240	<ul style="list-style-type: none"> 100% of catch up students tested for gaps maths 100% of students have gaps filled in lessons in maths as evidenced through testing mid-year and end of year

	Use of NUMICON during form time for individualised catch-up	<ul style="list-style-type: none"> • Use of HLTA to provide weekly interventions using NUMICON to improve maths testing to identify gaps • Targeted work in class from September onwards to rapidly accelerate maths skills 	£1,070	<ul style="list-style-type: none"> • 100% of catch up students tested for gaps maths • 100% of students have gaps filled in lessons in maths as evidenced through testing mid-year and end of year
	TT rock stars used to accelerate individual's times table proficiency	<ul style="list-style-type: none"> • Times Table intervention to rapidly improve TT skills 	£620	<ul style="list-style-type: none"> • Re-testing of TT proficiency to indicate improvements
Improving quality of learning in classrooms	Improved clarity around lesson planning to support better learning	<ul style="list-style-type: none"> • Scaffolding learning through clear learning objectives and ME time to encourage greater independence 	£250	<ul style="list-style-type: none"> • Improved lesson planning strategies in place in all lessons as seen through drop-ins and in data analysis
	Whole school staff training around skill taught in KS2. Identification of where the skills gaps are and how the KS3 curriculum builds on it.	<ul style="list-style-type: none"> • KS3 lead to work with KS2 lead to train teaching staff on literacy standards and materials in Y6 • Colleagues from primary schools quality assure quality of work in Y7 in key catch up groups to ensure work is stretching 	£450	<ul style="list-style-type: none"> • Focus on High challenge for Y7 • Later QA to confirm standards and rigour are high • Children's progress in catch up group is accelerating – confirmed after data collections