

Year 7 Catch Up Funding 2016/17 Report

Funding 2012/13	£11500
Funding 2013/14	£7500
Funding 2014/15	£19000 total that year
Funding 2015/16	£12,500
Funding 2016/17	£12,000
Total Expenditure 2016-17	£12,867

Review

Year 7 Catch Up Funding is provided to support pupils who have not achieved level 4 in English or Mathematics at the end of Key Stage 2. All of our year 7 students meet these criteria and many will never go on to work at this level despite rigorous tracking, high expectations and interventions. However, we endeavour to close the learning gap as much as possible. Therefore, this funding is used to support the whole school target to improve reading skills with reading interventions with a specialist teacher and trained TA's. Also to support the Language for Learning objective with the introduction of blank levels for language understanding and ELKLAN training of staff for that objective. This has been led by SaLT and now been disseminated to all staff and embedded into classroom practice 2017-18. Pupils have been introduced to 'colourful semantics' to improve writing, sentence construction and reading across the school.

All staff continue to receive a wide range of training which will ensure that children continue to make at least expected progress in speaking and listening. This year English has been tracked in its components and the focus has been reading and writing.

2017-18 a focus will be on speaking and listening. A speech and language specialist TA will be employed for 0.5 of full time to track and deliver strategies with the Y7 team.

Mathematics pupil progress is a strength in Key Stage 3 and the funding has been used to train the Head of Maths and TA's in Y7 Numeracy catch up strategies. Moreover, funding has gone into resources for using the Numicon Mathematics system in this key stage where appropriate.

Expenditure – Total £12,594

- The funding has been spent on developing a reading specialist TA at £2808 to deliver a system and strategies including 1:1 interventions to improve the quality of reading in key stage 3 and throughout the school. This is provision mapped and costed for individual pupils.
- Mobile library boxes have been developed to allow age appropriate reading opportunities in each key stage and in each classroom. The programme of support covers all of key stage 3 (years 7, 8 and 9) as we are a special school and the strategies meet many pupils needs. Approximately £1000 has been spent on Literacy learning resources.
- Speech and Language Teaching Assistant with 1:1 interventions at £2574 and 'Small Talk' SaLT 1:1 pupil strategies at £2804 to assess and develop the communication skills of pupils across the school. In addition there has been staff training and support to embed the use of 'Blank Levels' and Makaton training
- Catch Up Maths specialist TA training at £1,185 and interventions with pupil strategies at £2496

Aim

- To improve the functional reading skills of students and number skills of students.
- The whole school objective of functionality in Literacy and Numeracy will also be implemented through training, planning assessment and in appraisal targets
- More targeted work is being planned to improve reading and writing with this being a focus of the new functionality initiative as a whole school target in the SIP 2017-18.
- Case studies around working memory are also being developed and researched to further drill down into the progress data.
- To ensure the progress in closing the gap in the MLD cohort is improved and extension opportunities are embedded

Strategies

- Specialist TA working with KS3 team trained to assess individuals reading ability and provide one to one guided support over a period of 1, 2 or 3 terms.
- To support the Language for Learning objective with the introduction of blank levels for language understanding and ELKLAN training of staff for that objective. SaLT and Speech and Language Teaching Assistant with 1:1 interventions
- Development of baseline system across Literacy and Numeracy to provide accuracy and key targets for pupils.
- Triangulation of the data is part of the Quality Assurance Cycle for the school. This is particularly for the above expected (blue) pupils to show rigour in our judgements ad Key Stage Leaders and Subject Co-ordinators following the marking policy and thus the work scrutiny in departments.
- This Quality Assurance Cycle led by SLT also has Key Stage Teaching and Learning Conferences, Data Dialogues, Appraisal Reviews, Planning Audits, Moderation, Learning Walks and Assessment Reviews

- Introduction of a variety of reading and spelling assessments to provide a variety of data to monitor impact. Monitored by middle leaders and the Assessment and Data Mentor with SLT
- More targeted work is being planned to improve reading and writing with this being a focus of the new functionality initiative as a whole school target in the SIP and school coaching and mentoring programme 2017-18. A target to improve writing will also be a focus for this year
- Case studies around working memory are also being developed and researched to further drill down into the progress data.
- Allocated focused reading sessions for targeted pupils with reading specialist TA
- Numicon Mathematics system embedded
- Y7 Catch UP training in Maths for Maths department

Impact 2016-17

Expected progress is judged as 2 levels over Key Stage 3

Outstanding progress is judged as 3 levels over Key Stage 3

This is in line with National expectations taking into account the transition matrices for some less able children. Please see previous reports for a more detailed breakdown of area of Learning Difficulty/Need and other protected characteristics and based on criteria (agreed by governors) of:

90% making at least expected progress of which above 30% more than expected = outstanding

85% making at least expected progress of which above 30% more than expected = good

80% making at least expected progress of which above 30% more than expected= Requires Improvement

- In Y7 English 96% of pupils made expected progress of which 61% made above expected or outstanding progress
- In Y7 Maths 100% of pupils made expected progress of which 87% made above expected or outstanding progress
- In KS3 English 94% of pupils made expected progress of which 53% made above expected or outstanding progress
- In KS3 Maths 92% of pupils made expected progress of which 58% made above expected or outstanding progress
- In English component data shows in reading 90% making at least expected progress of which 36% making more than expected progress and 10% less than expected. This is an improvement of 5% over the year. In writing 84% making at least expected progress of which 40% making more than expected progress and 16% less than expected. There have been improvements of 16% in the above expected progress in writing over the year.
- In Maths component data for Y7 shows in Number 100% making above expected progress. In Space Shape and Measure 93% making at least expected progress of which 72% making more than expected progress and 7% less than expected. In Handling Data 93% making at least expected progress of which 42% making more than expected progress and 7% less than expected.
- For Pupil Premium (8 pupils), in Y7 English 88% (1 pupil below expected progress) of pupils made expected progress of which 50% made above expected or outstanding progress. In Y7 Maths 100% of pupils made expected progress of which 75% made above expected or outstanding progress
- Interventions include 1:1 support with a trained reading specialist and developed library books colour banded using the PM benchmark scheme.
- Middle Leaders map and analyse progress and improvements in Literacy, Numeracy, Science and foundation subjects within their department.
- Older pupils show applied reading for life skills supported by a functional skills programme. Moreover, students from KS4 and KS5 are encouraged to be reading buddies for KS3 and CLN

2017-18 Objectives

- To support the Functional Behaviour for Learning objective related to Emotion Coaching strand of coaching and mentoring programme
- To establish nurture principles and interventions to develop skills to access the Literacy and Numeracy curriculum with 1:1 interventions if necessary
- The whole school objective of functionality in Literacy and Numeracy will also be implemented through training, planning assessment and in appraisal targets