**Year 7 Catch Up Funding 2018/19 Plan**

|  |  |
| --- | --- |
| **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** |
| **Funding 2017/18** | **£12,867** |
| **Funding 2018-19** | **£11956** |
| **Total Expenditure 2019-20** | **£9000** |

**Plan and Objectives 2019-20**

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, writing skills with interventions with a specialist teacher and trained TA’s.
* To support the learning in Maths through creativity and IPad
* An embedded ICT approach to engage pupils in the learning in both writing and number
* All staff to receive a wide range of training which will ensure that children continue to make at least expected progress in number.
* This year Maths will be tracked in its components and the focus will be Number.
* 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

Mathematics pupil progress funding will be used to train the new Head of Maths and TA’s in Y7 Numeracy catch up strategies. Moreover, funding will go into resources for using ICT and IPads in this key stage where appropriate to embed the literacy and numeracy initiatives.

**Aim**

* To improve the functional maths and writing 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

**Funding**

* Specialist Teacher for Literacy and Numeracy Catch-Up – Cost TLR3 @ £2683
* Buy and embedded digital books in KS3 but also throughout the school –Cost software @ 1500
* Accelerated Reader Licence @ £1838
* Develop Maths catch up strategies through interactive and augmentative ICT and Apps/IPads embedded in the curriculum- Cost 10 Chrome Books @ £2500
* Training @ £900
* **Total £8979**

**Strategies**

* 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
* Embed and expansion of a variety of number, reading and writing assessments using ICT evidence systems – classroom monitor- 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 number 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 2018-19. A target to improve writing will also be a focus for this year
* Allocated focused sessions for targeted pupils with numeracy specialist TA
* Y7 Catch UP training in Maths/Literacy for KS3 department from Specialist TA

**Expenditure 2017-18 – Total £12,594**

* The funding has been spent on developing a Maths 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.
* IPad and Laptop resources have been developed to allow age appropriate engaging number and maths 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 learning resources.
* Catch Up Maths specialist TA training at £1,185 and interventions with pupil strategies at £2496

**Impact 2017-18**

*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 91% of pupils made expected progress of which 50% made above expected or outstanding progress
* In Y7 Maths 82% of pupils made expected progress of which 50% made above expected or outstanding progress
* In KS3 English 88% of pupils made expected progress of which 63% made above expected or outstanding progress
* In KS3 Maths 76% of pupils made expected progress of which 49% made above expected or outstanding progress
* In English Y7 component data shows in reading 100% making at least expected progress of which 45% making more than expected progress and 0% less than expected. In writing 91% making at least expected progress of which 50% making more than expected progress and 9% less than expected.
* In Maths component data for Y7 shows in Number 91% making above expected progress of which 50% made above expected or outstanding progress.
* 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