

## **Year 7 Catch Up Grant 2019-2020**

In 2019-2020 Academic Year 300 Year Seven students entered Loxford School. The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2).

The national curriculum tests at the end of Key Stage 2 (KS2) are administered in Mathematics, English reading and English Writing. Scaled scores have been used to report the results of these tests in 2019. Pupils scoring 100 or more will have met the expected standard on the test.

The range of scaled scores available for each KS2 test is the same and will stay the same in future years:

- 80 is the lowest scaled score that can be awarded
- 120 is the highest scaled score

### **Objectives of Year 7 Catch Up Funding**

- To close the gap by providing additional supplementary literacy and numeracy support thereby raising the attainment of those students entitled.
- To raise engagement in literacy and numeracy of those students in receipt of the funding particularly focusing upon reading for pleasure.
- To enhance the existing literacy and numeracy provision within the Academy.
- To identify concerns and provide targeted interventions in order to accelerate the rapidity of pupil progress in literacy and numeracy.
- To intervene quickly where an intervention is shown to fail to have impact and implement an alternative more appropriate intervention.
- To ensure students are supported to develop emotional literacy skills – this is particularly important for students who may be affected by
- Mental health or personal issues.
- To ensure parents are properly supported to understand how their child is progressing in Literacy and Numeracy and are provided
- Opportunities to further extend and develop this learning in a home context.

**Amount of Catch Up Funding received in 2019/2020**

Total year 7 Catch Up Funding Grant

Based on 2018-2019 Funding £20, 548

**Proposed Impact of Catch-Up Grant for 2019-20:**

All students to have made accelerated progress in English and Mathematics and will be performing in line with expectations by the end of Year 7 working against the set parameters of the achievement aide memoire.

**Impact of Catch-Up Grant for 2018-19 (£20, 548):**

*Students showed increase capacity in Mathematics and achievement was higher across the different tracking periods.*

*84% of low ability students made good – excellent progress in Mathematics and English in academic year 18-19.*

These interventions are being directed towards specific year 7 students with the combined lowest Key Stage 2 score upon entry into Loxford school.

<b>Actions</b>	<b>Rationale</b>	<b>Time Scale</b>	<b>Approximated Amount £</b>	<b>Impact</b>
<b>7T Transition Class</b>	<i>Consisting of 15 very vulnerable students in a small class . They will be taught by a Specialist teachers through a highly differentiated curriculum</i>	<i>Autumn and Spring term</i>	<i>Nil- Funded by school</i>	<i>To ensure all students in 7T secure their foundation skills . All students make a smooth transition between primary and secondary school by developing their social communication interaction abilities</i>
<b>Social Inclusion Coordinator</b>	<i>Working with Roma/Eastern European students building up self-esteem and supporting in lessons</i>	<i>All Year</i>	<i>Part Funded by School £4,020</i>	<i>To enhance integration and social skills of students helping them to settle into the school community.</i>
<b>Maths tuition</b>	<i>Students are targeted to improved numeracy outcomes in 1-2-1 and group sessions; Improved uptake on Enrichment activities increasing student self-esteem and confidence particularly for EAL beginners. These sessions are in addition to their Maths lesson.</i>	<i>All Year</i>	<i>£2.5k  Part funded by school</i>	<i>Diminish the difference between expected and current progress and attainment score. Student progress will be tracked against their Maths progress grade. At a bare minimum students will be expected to make more than expected progress as a result of this intervention.</i>
<b>Literacy tuition</b>	<i>Students are targeted to improved literacy outcomes in 1-2-1 and group sessions; Improved uptake on Enrichment activities Increasing</i>	<i>All Year</i>	<i>£2.5k</i>	<i>Student progress will be tracked against their English progress grade.</i>

	<i>student self-esteem and confidence particularly for EAL beginners. These sessions are in addition to their English lesson.</i>		<i>Part funded by school</i>	<i>Students will be expected to make more than expected progress as a result of this intervention.</i>
<b>Mental Health Programme</b>	<i>Peer Educator selection and training - staff recruit and train a group of Peer Educators from amongst their sixth form students. A handbook of training advice and lesson plans is given to all Peer Educators to help them run the sessions. Lesson delivery - working in pairs, the trained Peer Educators deliver the six hour-long lessons to Year 7's. Pupils receive a workbook containing key information and worksheets.</i>	<i>Every 6 weeks</i>	<i>£150</i>	<i>The Peer Education Project is a school-based programme that aims to give all year 7 students the skills and knowledge they need to safeguard their mental health, and that of their peers.</i>
<b>Social Skills Club</b>	<i>Teaching targets student's who are socially isolated to communicate effectively with others in a fun relaxed friendly environment. Using a range of social games in teaching them to be considerate of the feelings of others and expressing personal needs are all important components of sound social skills.</i>	<i>Every Lunchtime</i>	<i>Nil</i>	<i>To enhance and develop student's social interaction as well as formulate and develop positive friendship groups Students to interact adaptively in their cultural environment</i>
<b>Staff CPD</b>	<i>All Staff are more confident in <del>working with</del> teaching EAL/SEN students and are aware of strategies to support both EAL/SEN and advanced bilingual learners.  Staff become more confident in supporting students-who have additional needs.</i>	<i>CPD sessions available to staff on staff training evenings (Twilights) and at Student Surgeries held weekly after school</i>	<i>£2k</i>	<i>The use of EAL/SEN strategies are incorporated during lessons.  Higher attainment levels in English and accelerated progress in all other subjects as students will be better able to access the entire national curriculum.</i>
<b>Speech and Language</b>	<i>This specifically identifies students who will complete a speech and language programme to improve their language and communication skills - 60 mins per week. This is delivered by a High Level Teaching Assistant and assessed S&amp;L therapist test students in Termly.</i>	<i>All Year</i>	<i>£1k</i>	<i>Improvement in attainment levels across the curriculum and accelerated attainment in English and Maths. Improved self-esteem and self-confidence. Measure extent to which students are closing gaps in English</i>

				Assessments. Re-tested (S&L) approx. every 6 weeks.
<b>EAL Coordinators assist during Year 7 admissions interviews and induction days</b>	Meeting all EAL students and parents ensuring the application and information is correct.	Summer Term 2019 in line with admission interviews and induction days.	£3k + Part funding from school.	There will be a robust transition programme that meets the needs of students. Early identification of needs and communication with parents means that a personalised intervention programmes are developed to ensure a successful transition. These will be continually reviewed and developed throughout the year.
<b>EAL Year 7 Intensive programme</b>	All identified EAL students assessed as Code A & B will undertake an intensive 6 week English Language course. This will be for 2hrs per day x 6weeks	Ongoing- When applicable	Funding associated with above.	To provide students with an entry level understanding to the English language. All student's to be able to access all subjects curriculum which will develop their knowledge and make further progress
<b>Reading recovery/Lexia</b>	Reading programme for students whose reading age is below their chronological age 3 times a week.	All Year	Funded through both Catch up and PPG fund  £1k	Students will be tracked through half termly reading age assessments, impact documents and accelerated progress in English.
<b>Lexia (EWM identified)</b>	Lexia is a phonics-based reading programme that is run in bottom set English lessons, which provides a reading lesson for students to work independently. It automatically assesses and accelerates At-Risk students and adapts the work to the individual needs of the students.	All Year	See Above	Motivates the reluctant learner due to online nature Students learn independently Works at the pace of the individual Promotes independent learning of new words through phonics
<b>Re-examination/ reissuing of baseline tests</b>	Provides an accurate assessment of student needs and allows the basis for targeted interventions.	Autumn Term 2018	£2k	Students are settled and placed in the correct sets & form groups.  Student groups are closely examined and understood with agreed and up to date information.

<b>Use of EAL co-ordinator support groups/ clubs.</b>	<i>On entry students are assessed both as casual admissions and Year 6-7 transition. Students identified are offered support through lunch time homework clubs and EAL support classes.</i>	<i>All Year</i>	<i>Funding as above on EAL coordinator  Part funded from school.</i>	<i>Support provided for students new to the school and in year admissions not just on entry at Year 6-7. Admissions from abroad mid phase (Year 7) are supported and catered for to ensure they settle into the school community through the use of EAL support groups, integration weeks and buddy systems.</i>
<b>Yr7 Catch-up maths sessions. MyMaths'</b>	<i>Tuesday and Thursday 3.30-4.00am (additional 60 minutes maths per week). X14 Activities can be personalised for the ability range within this group.</i>	<i>All Year</i>	<i>£625 per year</i>	<i>Assessments demonstrating mastery in topics. First Tracking at the end of Autumn 2. Diminish differences between identified and non-identified students in termly assessments</i>
<b>MathsWatch programme</b>	<i>The KS3 disc contains video clips covering the entire new maths curriculum. Times table rock stars to be introduced to all students in lower set groups as an additional resource.</i>	<i>All Year</i>	<i>£150 Per Year</i>	<i>Diminish differences between identified and non-identified students in termly assessments.</i>
<b>Reading Club (identified students with Reading Age below 10yrs)</b>	<i>Each reader is paired with a "reading mentor" that will meet with them during 1 tutor period per week. The Year 7 student will read aloud to their mentor who will help them with fluency and accuracy. The Year 7 students will receive a notebook which will help them to record any new or challenging vocabulary which will be re-tested by the mentor the following week.</i>	<i>All Year</i>	<i>Nil</i>	<i>Improved reading age Inculcate a love of reading Mentor-style programme to foster rapport with older students for literacy help.</i>
<b>Loxford SPaG&amp; Language Programme.</b>	<i>All Year 7 students with will undertake a comprehensive 6 week programme to secure their foundation SPaG skills. The Hackney Lit Programme supports these students with basic language/inference skills. They will do this for 1 lesson per week for 6 weeks to ensure that all students are able to develop their writing skills in order to enhance their creative writing text.</i>	<i>All Year</i>	<i>Nil- Funded by school</i>	<i>Diminish differences between identified and non-identified students in termly assessments.</i>
<b>CODE X</b>	<i>Reading Literacy Programme using CODE X Identified students 60 mins per week.</i>	<i>All Year</i>	<i>Code X Price per student</i>	<i>Students assessed, using CODE X, NGRT and Salford reading tests, every 3 months to</i>

			£117 X 11	<i>monitor progress. Results recorded on the Provision Map.</i>
<b>Fresh Start</b>	<i>Fresh Start (FS) is a catch-up literacy intervention for pupils at risk of falling behind their peers in early secondary schooling. It provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention. Pupils are assessed and then grouped according to their levels of reading ability. Teaching in these groups begins with recognition, practice and blending of sounds and graphemes, based on a set of module booklets.</i>	<i>All Year</i>	<i>£1200 Part funded by school</i>	<i>Students develop phonics, comprehension and understanding. Reading for meaning and understanding.</i>
<b>Total Expenditure Approximately: £20,500</b>				

**Impact:**

Students attaining below expected levels on entry to Year 7 will be monitored closely by both the Achievements Team Leader and SEND department. Information will be scrutinised closely at tracking points with specific focus on the development and progress of students not meeting the expected standard. Interventions will be timely and impact of interventions will be monitored against future performance of students. All Year 7 students will be re-examined in baselines tests to establish clear basis for achievement and ability and from here key groups for support will be identified.

Tracking Points for Year 7

1. **Tracking point 1: THURSDAY 21<sup>ST</sup> NOVEMBER 2019 – THURSDAY 28<sup>TH</sup> NOVEMBER 2019**
2. **Tracking Point 2: THURSDAY 7<sup>TH</sup> MAY 2020- THURSDAY 14<sup>TH</sup> MAY 2020**

Following each tracking cycle data will be analysed and rigorously monitored with specific focus on students who have not met the expected standard on entry. Relevant post holders will then implement any interventions with clear actions to narrow the gap.