



USING YEAR 7 CATCH-UP FUNDING SUCCESSFULLY TO RAISE ACHIEVEMENT 2016-2017

Funding

2015 - 16 £13,500

2016 - 17 £13,500

Current Year 7 – November 2016

Maths Level 3 on entry – 29 students are below the expected standard 100 scaled score.

English Level 3 on entry – 48 students are below the 100 scaled score in Reading

37 students below 100 in punctuation and grammar

English (reading and Grammar) and Maths below the 100 scaled score - 17 students.

Development of Literacy is a focus of the academy this year; it is a priority as identified in the Academy Development Plan. Many students have reading ages significantly below their chronological ages. The academy has a clear strategy for raising the profile of literacy and, as a result, the standards. It has a 'drop everything and read' scheme for all Year 7 and 8 students which runs alongside the Accelerated Reader programme. Several members of staff also have 'Literacy' as a key focus for professional development.

Literacy and Numeracy development are also a key part of the tutor time programme and staff have clear understanding of their importance. Students who arrive in Y7 with L3 are identified before they start and their profiles shared with all staff.

English

Pupil Premium and Year 7 catch-up funding has been used to fund extra staffing in English to enable small group teaching and targeted intervention during tutor time. The small groups contain our students with the weakest literacy levels on entry and allow English teachers to provide targeted, differentiated work to meet these learners' individual needs. In addition it accelerates their progress in Year 7 and helps them 'catch-up' with their peers.

We employ a member of staff, who has a Leadership role within the academy, to drive standards in Literacy. She is Literacy 'champion' and directs key members of staff to deliver small group intervention in English. We employ an experienced member of staff to deliver Literacy support in very small groups. We also run a literacy support stream, alongside language in order to provide the most appropriate personalised provision for students and enable them to catch up and access the curriculum.

Maths

In Maths, we employ a dedicated Maths Intervention HLTA and former Maths teacher. She identifies needs, in liaison with our Head of Faculty, and delivers small group intervention. We also employ another TA who works almost exclusively in the Maths department with the identified students.

In Year 7 our L3 on entry students are taught in small groups and supported by our maths Intervention HLTA.

These groups follow a specific scheme of learning to boost basic numeracy skills and address misconceptions to accelerate progress as quickly as possible. Regular monitoring and progress testing occurs across these groups.

Funding is also used for mathematics resources specifically designed to support L3 learners.

SEND

Vulnerable learners – break and lunch time support from TAs and each student has an identified Key Worker.

Educational Psychologist employed to assess and intervene with identified students.

LAC work - LAC students currently receive bespoke packages of support.

TAs are present in Year 7 lessons across the curriculum supporting identified students in all subjects with literacy.

Return to Learn used for intervention work with students, often with a literacy and numeracy focus.

We are developing a Dyslexic champion role to work with identified students on a one to one basis.

All SEN students have a learning passport, which is used by teaching staff to differentiate support accordingly.

Impact in 2015-2016

Last year's Year 7 – November 2015

Maths Level 3 or below on entry – 16 students

English Level 3 or below on entry -15 students

English and Maths Level 3 or below on entry – 10 students

Year 7 progress to October 2016

The system of assessment has changed since these students started with us. We currently use the new GCSE grades of 1-9 which do not link directly with the old national curriculum levels. Progress has been mapped against their FFT Aspire end of year 11 targets.

60% of students below the expected standard in English and Maths are now on track to reach their FFT Aspire targets.

30% of these students are currently on track to exceed their FFT Aspire targets in Maths.