

Year 7 Catch-Up Premium 2017-2018

Strategy

Catch Up Funding Allocation 2017-2018 £11,161.00

| Barriers to future attainment of lower ability students | |
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| In-school barriers /issues | |
| A. | Students attainment on entry is significantly below national average, literacy skills are low |
| B. | Students attainment on entry is significantly below national average, numeracy skills are low |
| C. | A cohort are very low ability and have specific SEND needs |

| 1. Planned expenditure | | | | | |
|---|---|--|---|----------------|----------------------------|
| Academic year | | 2017-18 | | | |
| i. Quality first teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff | Review |
| Improved Year 7 and 8 literacy progress (link to pupil premium) | Quality first teaching approach. Developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess. | Components/acquisition of language identified as an area of weakness from moderation and schools in the English network have successfully trialed this approach. | D.O.L for English and English Leadership team to oversee resources and scheme development with SENCO. | LW KM | January, March and June 18 |
| Improved Year 7 literacy progress (link to pupil premium) | Quality first teaching approach. Year 7 Literacy Intervention groups which typically target: Students who fail to make expected progress due to low literacy levels Students whose reading age is below average for their age | Extra English specialist tasked with working with small groups to accelerate progress and master basic skills. | D.O.L for English and English Leadership team to oversee resources and scheme development SENCO. | LW JA KM | January, March and June 18 |

| ii. Targeted support using Year 7 catch up funding | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff | Review |
| Improved reading ages | Increase availability of books/ reading materials in LRC/Library to support reading interventions | Some of the students need targeted literacy support to catch up/ keep up. | Liaise with D.O.L for English | LW | January, March and June 18 |

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| Additional intervention time for numeracy | HLTA to support identified areas | Some of the students need targeted numeracy support to catch up/ keep up. | Liaise with D.O.L for maths | DH | January, March and June 18 |
| Improved Year 7 literacy progress | Small group provision of Read Write Inc 'Fresh Start' for struggling Y7 pupils. | Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. | KM | January, March and June 18 |

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iii. Other approaches using Year 7 catch up funding

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff | Review |
|---|---|---|--|--------------|----------------------------|
| Strong transition between Year 6 and Year 7 to support improved attainment on entry | Staff to review KS2 S.O.Ws and ensure mapping of curriculum to ensure challenge for all. Time allocated to D.O.Ls | No loss/ dip in performance – KS3 the wasted years Ofsted doc | Ensure that there is no cross over in the KS2 and 3 curriculum and plan for a through curriculum | PH DLs | January, March and June 18 |

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