



**Year 7 Catch-up funding Expenditure**

**Academic Year 2019-20**

**Introduction**

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve [the expected standard](https://www.gov.uk/guidance/scaled-scores-at-key-stage-2) in reading or maths at the end of key stage 2 (KS2).

**Purpose of the catch-up funding**

Schools should identify pupils who need extra support from the year 7 catch-up premium, so they can decide the best way to use the funding. They should only select programmes and approaches that you know are effective.

For example, they could use the funding to pay for:

* individual tuition
* intensive small-group tuition
* external services and materials
* academically focused summer schools that help students catch up over a short period of time through intensive expert tuition

**Amount of catch up funding we are expecting to receive in 2019/20: £21, 562**

| **Catch up funding spent on:-** | **Amount** | **Intention** | **Implementation** | **Monitoring** | **Impact** |
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| Maths- Thinking Skills and Logical Reasoning Workshop | £800 | Increased confidence when solving problem- solving tasks. Pupils will be able apply the skills learnt when solving problems in lessons. | Maths puzzle company will run a day with different sessions focusing on problem solving and reasoning. | -Book looks  -Assessment papers.  - Data harvests.  -Pupil voice | This workshop did not go ahead as a result of school closure due to Covid 19. |
| Follow up resources and puzzles from maths workshop | £500 | Increased confidence when solving problem- solving tasks. Pupils will be able apply the skills learnt when solving problems in lessons. | Puzzles to be purchased that can be used in lessons and interventions to improve pupil’s ability to solve problems | -Pupil voice  -Data harvests  -Book looks | This workshop did not go ahead as a result of school closure due to Covid 19. |
| Small group interventions- Maths | 2hrs x £25 for 39 weeks  3hr x £25 per week for 6 weeks  £2400 | -Diminishing the difference in attainment of pupils who did not achieve expected standard in SATs and those that did.  -Increased progress and attainment of pupils not achieving expected standard in SATs. | Small group maths interventions led by specialist maths teachers and teaching assistants. These sessions will work on areas of weakness identified from SATs papers. | -Termly data harvests  -GL data  -Tracking of individual pupil data | Small group interventions gave pupils more focused support on their areas for development, meaning greater progress and attainment as a result.  At the end of the autumn term, of the 61 pupils who did not achieve expected standard in SATS, 77% achieved 7 emerging which is the expected attainment for year 7 at this point in the year, 15% exceeded this by achieving 7 developing.  We have no spring or summer data due to school closure occurring before our spring term maths assessments. |
| Study guides/workbooks for pupils | Maths-  £400  English-  £400 | -Pupil confidence will increase as they have greater access to subject knowledge.  -Diminishing the difference in attainment of pupils who did not achieve expected standard in SATs and those that did.  -Increased progress and attainment of pupils not achieving expected standard in SATs. | Study books bought for use in lessons; to support with homework and for use during intervention sessions.  Maths-CGP Year 7 catch up books | -Termly data harvests  -GL data  -Tracking of individual pupil data | Staff and pupils were able to use the study guides at school to focus on pupil’s key areas of weakness from the year 6 curriculum, resulting in increased progress.  100% of the pupils who did not achieve expected standards in maths at KS2 made expected progress during the autumn term with 77% exceeding expected progress.  100% of the pupils who did not achieve expected standards in reading at KS2 made expected progress from the end of year 6 to the end of the spring term with 75% exceeding expected progress.  100% of the pupils who did not achieve expected standards in writing at KS2 made expected progress from the end of year 6 to the end of the spring term with 97% exceeding expected progress. |
| Purchasing of resources to support pupils in lessons and interventions | £1700 | Staff will be able to provide support on key areas for development due to greater access to curriculum resources. | Twinkl membership for maths and English teachers and teaching assistants.  White rose hub maths subscription purchased for all maths staff. | -Staff voice  -Data analysis  - Audits | Staff have access to a greater number of resources which they could incorporate into lessons and interventions.  In maths this saw an increase in problem solving opportunities for pupils leading to an improvement in pupil’s ability to solve mathematical problems.  See data summary below. |
| Potential links with Aston Villa Football Club to do some project work with the year 7 pupils. A member of staff is currently liaising with the club on this matter. | TBC | Use a popular sport with a high-profile local club to engage pupils with some real-life Maths. | To be confirmed. | -Pupils voice  -Data analysis  -Book looks  -Pupil engagement | This did not occur due to school closure and then the member of staff moving on. |
| EDUCAKE | £800 +VAT | Educake has thousands of questions that exactly match exam board specifications. Students' answers are marked instantly with on-screen feedback and an allowance for minor spelling mistakes, saving hours. Students' progress is tracked to easily identify strengths and weaknesses with an easy to read red-amber-green system. | Motivate students to use the programme in their own time to develop skills they feel less comfortable with.  Identify any gaps in knowledge and give instant feedback (verbal and written).  Identify a pupil’s weakest subject areas to set specific homework .  Improve pupil’s confidence with KS3 curriculum and assessment style questions. | -Pupil voice  -Homework monitoring | This was ordered and has been used for homework setting in English since autumn term 2019; staff voice and pupil voice clearly demonstrated the impact upon pupils’ learning was positive. This resource was also incorporated into Home Learning during the period of school closure in Summer term 2020. |
| Small group interventions-  English | 34hrs x £25  £850 | Small group English interventions led by specialist teachers. These sessions will work on areas of weakness identified from SATs papers.  LBA, TPO | -Diminishing the difference in attainment of pupils who did not achieve expected standard in SATs and those that did.  -Increased progress and attainment of pupils not achieving expected standard in SATs. | Termly data harvests  -End of year GL data  -Tracking of individual pupil data | Small group interventions gave pupils more focused support on their areas for development, meaning greater progress and attainment as a result.  At the end of the spring term of the 57 pupils who did not achieve expected standard in reading at the end of year 6, 100% achieved 7 developing which is the expected attainment for year 7 at this point in the year, 35% exceeded this by achieving 7 secure.  At the end of the spring term of the 74 pupils who did not achieve expected standard in reading at the end of year 6, 93% achieved 7 developing which is the expected attainment for year 7 at this point in the year, 21% exceeded this by achieving 7 secure.  We have no summer data due to school closure. |
| Kindle’s for audio books  Paperwhite | £6000-£8000 | -Pupil confidence will increase as they have greater access to audio books and texts to peruse upon electronic devices. Enabling various interactions with the text.  -Pupils will be motivated to read more frequently. | Engage pupils with reading  Allow the pupils to listen to the words as they are reading along to support their own pronunciation  Diminish the gaps in reading abilities of pupils who did not achieve expected standards and those who did | Pupil voice  Tracking of individual data  Star Reading tests | The final ordering of these did not occur due to school closure; research into electronic books and devices for reading electronically was conducted during summer term 2020. |
| New texts for each pupil to follow the curriculum map | £2000 | Pupils will receive an updated KS3 English curriculum, with a more linear approach to coverage of skills. This involves introducing new texts to match the curriculum design; also sets will no longer rotate around schemes (which previously lessened the termly demand upon resources). The purchase of new texts means that all pupils can access the current text to be studied and will have access to a text per person rather than per pair in class. | Engage pupils with reading  Improve pupil confidence with reading  -Ensure coverage high quality English curriculum | Pupil voice  Staff voice  Tracking of individual data | Staff rewrote the English curriculum during summer term 2020. As such some books were ordered for the summer term 2020; some books will be ordered during autumn and spring terms 2020/2021 as the new schemes have not yet commenced.  Pupil voice reveals that pupils’ comfort and confidence in English lessons is heightened due to having one text per pupil, particularly given the current circumstances. Staff report improvement with pupil focus in lessons. |
| Small group interventions carried out in the autumn term of year 8 due to school closure from March-July of year 7 | 12 sessions per week for 10 weeks  £3600 | -Diminishing the difference in attainment of pupils who did not achieve expected standard in SATs and those that did.  -Increased progress and attainment of pupils not achieving expected standard in SATs. | Small group maths and English interventions led by teachers  These sessions will work on areas of weakness identified internal and external assessments. | -Termly data harvests  -GL data  -Tracking of individual pupil data | Boost sessions for year 8 commenced in October 2020; data analysis in December 2020 will reveal the impact of these upon pupil confidence and progression. |

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| **Data analysis evaluation:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Term | Progress | Maths | Reading | Writing | | Autumn term | Exceeded expected progress | 77% | 74% | 99% | | Expected + progress | 100% | 100% | 100% | | Spring term | Exceeded expected progress | Assessments not completed due to school closure | 75% | 97% | | Expected + progress | 100% | 100% |   **Maths:**  At the end of autumn term , 100% of the 61 pupils who did not achieve expected standard in SATs made expected or greater progress.  Of the 61 pupils who did not achieve expected standard in their SATs, 77% made greater than expected progress during the autumn term.  **Reading:**  At the end of spring term , 100% of the 57 pupils who did not achieve expected standard in SATs made expected or greater progress.  Of the 57 pupils who did not achieve expected standard in their SATs, 75% made greater than expected progress from the end of year 6 to the end of the spring term.  **Writing:**  At the end of spring term , 100% of the 74 pupils who did not achieve expected standard in SATs made expected or greater progress.  Of the 74 pupils who did not achieve expected standard in their SATs, 97% made greater than expected progress from the end of year 6 to the end of the spring term. |