



# Walkwood

Church of England  Middle School

**Year 7 Catch-up funding Expenditure**

Academic Year 2018-19

## Introduction

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).

## 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 2018/19: £21,817

Catch up funding spent on:-	Amount	Brief details	Intended impact	Monitoring	Impact
Small group interventions- Maths	51hrs x £25  £1275	Small group maths interventions led by specialist maths teachers up until October half term. These sessions will work on areas of	-Diminishing the difference in attainment of pupils who did not achieve expected standard in SATs and those that did.	-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 as a result.



	(+39 free hrs)	weakness identified from SATs papers.  Small group intervention once a fortnight all year.	-Increased progress and attainment of pupils not achieving expected standard in SATs.		See data below.
Study guides/workbooks for pupils	Maths- £400	Study books bought for use in lessons; to support with homework and for use during intervention sessions.  Maths-CGP Year 7 catch up books	-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.	-Termly data harvests  -GL data  -Tracking of individual pupil data	Staff and pupils were able to use the study guides at school and at home to focus on pupil's key areas of weakness from the year 6 curriculum.  The majority of pupils made expected or greater progress as a result.  See data below.
Small group interventions- English	£1500	Small group English interventions led by specialist teachers. These sessions will work on areas of weakness identified from SATs papers.	-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	-At the end of year 7, 88% of the 51 pupils who did not achieve expected standard in SATs have made expected or greater progress.  -Of the 51 pupils who did not achieve expected standard in their SATs, 9 pupils (18%) have made greater than expected progress this year.  Small group interventions gave pupils more focused support on their areas for



					development, meaning greater progress as a result.
English Workshop- The Story Spinner	£700	On World Book Day (Thursday 01/03/18), Storyspinner and writer Phil McDermott will visit school for the day to deliver workshops to year 7 pupils. Due to inclement weather, the workshop was moved to 20/4/18.	<ul style="list-style-type: none"> <li>-Pupils confidence with oral story telling will increase.</li> <li>-Pupils confidence with writing narrative will increase.</li> <li>-Pupils will be exposed to high quality vocabulary.</li> <li>-Pupils will gain confidence from working in a team situation.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupil voice</li> <li>-Staff voice</li> <li>-Moderation of a piece of extended narrative writing, post- workshop</li> </ul>	<p>Pupil voice revealed that 95% of pupils felt more confident in choosing vocabulary to match a topic and 89% said their confidence in oral storytelling had increased as a result of the workshop.</p> <p>All staff were able to express positive impacts of the session upon pupils.</p>
Evaluation and rejuvenation of English Assessment Plan 2018 2019	£0	<p>Introduction of a new assessment – Y7 with a focus upon Poetry</p> <p>Removal of texts as relevant to the needs of the pupils</p>	<ul style="list-style-type: none"> <li>-Pupil confidence will increase as they have greater access to subject knowledge.</li> <li>-Pupil enjoyment will increase as they have greater access to subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>-Staff Voice</li> <li>-Pupil Voice</li> </ul>	KS3 English curriculum has been revised – a poetry unit is now included in both year 7 and 8. Texts which are considered irrelevant to our curriculum design have been removed from the English curriculum.
Texts for year 7 English lessons	£2000	More texts bought so that catch up pupils all have their own books for use in lessons.	Greater progress made in lessons as they are more exposed to the vocabulary and content. They are able to work at their own pace, including moving faster for	<ul style="list-style-type: none"> <li>-Termly data harvests</li> <li>-End of year GL data</li> </ul>	-Pupil voice shows pupils feel more confident when able to access a text of their own, in comparison to sharing a text



			challenge questions. This will improve confidence in the subject also.	-Tracking of individual pupil data	with a partner. Improved EOY 7 results – see data below.
SPAG.com	£330	Useful tool for revision to be used in KS3 English lessons and for intervention groups.	Greater progress made in English lessons as pupils' understanding of SPAG will improve. Pupil confidence will improve.	-Termly data harvests -End of year GL data -Tracking of individual pupil data - Staff and pupil voice.	Use of spag.com included in lessons as visual resource to recap grammatical aspects. This has had a positive impact upon GL results – see data below.

### Data analysis evaluation:

Progress during year 7	Maths	Reading	Writing
Exceeded expected progress	41%	18%	31%
Expected + progress	97%	88%	77%

#### Maths:

- At the end of year 7, 97% of the 64 pupils who did not achieve expected standard in SATs have made expected or greater progress.
- Of the 64 pupils who did not achieve expected standard in their SATs, 26 pupils (41%) have made greater than expected progress this year.

#### Reading:

- At the end of year 7, 88% of the 51 pupils who did not achieve expected standard in SATs have made expected or greater progress.
- Of the 51 pupils who did not achieve expected standard in their SATs, 9 pupils (18%) have made greater than expected progress this year.

#### Writing:

- At the end of year 7, 77% of the 26 pupils who did not achieve expected standard in SATs have made expected or greater progress.
- Of the 26 pupils who did not achieve expected standard in their SATs, 8 pupils (31%) have made greater than expected progress this year.

