

Year 7 Catch Up Funding Strategy and Review

1. Summary information

School The Holmesdale School			
Academic year	2019-20	Total Year 7 Catch Up Fund budget	£13,743
Total number of pupils	501 81 in Year 7	Number of pupils eligible for Catch Up	41

2. Prior attainment

Number of pupils in Year 7 who have attained the National Standards for KS2 English, maths and both:	
English	49 63%
Maths	45 58%
Both	38 49%

3. In-school barriers to be addressed

We need to recognise that not all students sat the KS2 SATs examinations and there will also be cases of students in Year 7, who have not made the expected progress and we do not directly receive funding for these students from this fund.

- 29 (37%) of pupils entered Year 7 below the expected national standard in English; 34 (42%) of pupils entered Year 7 below national standard in maths; 41 (51%) of pupils entered Year 7 below the expected national standard in both.
- 22 (26%) of pupils who entered Year 7 have a reading age of six months or more below their chronological age.
- 17 (21%) of pupils in Year 7 have a special educational need which impacts their literacy and/or numeracy attainment.
- Developing capacity of mainstream staff to differentiate effectively for pupils' literacy and numeracy needs.

External barriers that require action outside school

1. Attendance: 11 (38%) of pupils in Year 7 who entered below the expected national standard in English had attendance below 95% by end of term one; 10 (29%) of pupils who entered below the expected national standard in maths had attendance below 95% by end of term one.
2. Lack of opportunity outside the school / within the home environment to develop cultural capital through reading and access to reading materials. 8 (21%) students who entered Year 7 below the expected national standard in English and/or maths are Pupil Premium.

4. Most effective strategies

Strategy	Evidence and rationale	Intended impact	Cost (THS will make up deficit in budget for the following interventions)
Increase small group support in English lessons—enhance staff to pupil ratio for Lower- attaining Year 7 students. Staffing costs.	In order to provide, high quality, structured and targeted interventions, The EEF guidance on improving literacy in secondary schools (2019) suggests that vulnerable students will benefit from higher staff to student ratio.	Students will make 3 sub levels of progress in reading assessments.	4250.00
Offer Lexia programme: designed to help students in Years 7 to become proficient readers	According to EEF guide, a number of previous studies of Lexia have found promising results in improving students' reading in a number of areas including: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension.	Students can access the KS3 curriculum and go on to gain grade 4 in English. Reading age tests at start and end of year show that RA has exceeded by 12 months.	3000.00

<p>Offer Vocabulary development and spelling programmes and Rapid Plus reading interventions: to improve reading and writing fluency of those below reading age of 9.6</p> <p>Deliver Handwriting intervention</p>	<p>‘Results from a pilot study run in May 2012 showed substantial gains in both accuracy and Comprehension in the test sample.’ (What works for children and young people with literacy difficulties? Dyslexia SPLD Trust: 2016)</p> <p>Link between handwriting fluency and confidence in writing: ‘Failure to attain handwriting competency during the school-age years often has far-reaching negative effects on both academic success and self-esteem.’ (Feder & Majnemer: 2007)</p>	<p>Word level/spelling assessments show increase by 6 months. Reading ages to increase by at least 12 months</p> <p>Improve readability and confidence of students with poor motor skills and whose attainment is below expectation</p>	<p>250.00 100.00</p> <p>100.00</p>
<p>Maths intervention programme Staffing costs for small groups</p> <p>Maths resources</p>	<p>EEF guidance on improving numeracy suggest that the development of positive attitudes and motivation in maths can be attained through higher teacher-student ratios.</p>	<p>Students to make 3 sub-levels of progress by end of Year 7,</p> <p>Students feel more confident to work independently and display a much improved attitude towards numeracy</p>	<p>4275.00</p> <p>350.00</p>
<p>Transition programme for DA/vulnerable students – resourcing and staffing - prepare vulnerable students socially, emotionally and intellectually for the demands of a secondary curriculum and introduce them to the expectations and ethos of the school. Also built in are team building, literacy, numeracy and social cohesion activities.</p>	<p>Research suggests there is a need to help children develop their social and personal skills (friendships, self-esteem and confidence) to assure a successful transition. (Evangelou, Taggert et al;What Makes a Successful Transition from Primary to Secondary; 2008)</p>	<p>Feedback from pupil voice shows improved resilience and confidence 95% of students who attended the Transition programme have attendance above 95%.</p> <p>-</p>	<p>4000.00</p>

5. Review of previous expenditure of Catch Up Fund	
Academic Year	2018 - 19
Total Year 7 Catch Up Fund budget	10213.
Number of pupils eligible for funding	36% of Year 7 2018-19 cohort did not meet the KS2 standard in English. 40% students did not reach the KS2 expected standard in mathematics. 25% students did not reach the KS2 expected standards in both Reading and mathematics.
Impact on English progress	62% of those who did not meet the KS2 standard in English made expected progress in line with their peers by the end of Year 7
Impact on reading ages	64% (36) of students whose reading ages were below their chronological ages advanced two year or more in their reading ages. 33% (36) of students whose reading ages were below their chronological ages now have reading ages in advance of their chronological age.
Impact on maths progress	80% of those who did not meet the KS2 standard in maths made expected progress in line with their peers by the end of Year 7.

6. Additional information
<p>Rapid Plus intervention with y7 2018-19</p> <p>Snapshot impact: Rapid Plus is a reading recovery programme for students whose reading age when assessed at the start of Year 7 is two years or more below their chronological age.</p> <p>Group 1 Level 4</p> <p>Student A entry assessment score 79/100 exit 89. Greatest progress in the reading accuracy section.</p> <p>Student B entry assessment total score 85/100 exit 99. Greatest progress in reading accuracy and inferential comprehension.</p> <p>Group 2 Level 9</p> <p>Student C entry assessment score reading 94/100 and comprehension 32/50. Greatest progress in the Reading Accuracy 100/100 and Comprehension Section 49/50.</p> <p>Student D entry assessment score reading 96/100 and comprehension 43/50. Greatest progress in the reading accuracy 100/100 and comprehension section 47/50.</p> <p>Student E entry assessment score reading 94/100 and comprehension 35/50. Greatest progress in the reading accuracy 100/100 and comprehension section 48/50.</p>

