

## Year 7 Catch Up Funding Strategy and Review

### 1. Summary information

School: The Sittingbourne School

Academic year	2019-20	Total Year 7 Catch Up Fund budget	£26114
Total number of pupils	267	Number of pupils eligible for Catch Up	103

### 2. Prior attainment

Number of pupils in Year 7 who have NOT attained the National Standards for KS2 English, maths and both:

English	159
Maths	169
Both	141

### 3. In-school barriers to be addressed

A high percentage (44%) of students eligible for the catch-up funding have SEN. Most of these are also low prior attainers. These pupils will be required to undertake a number of GCSE examinations and we need to ensure that the gaps from KS2 are filled with the help of the SEN department, intervention and through quality first teaching of literacy and numeracy.

#### External barriers that require action outside school (such as poor attendance)

Attendance for the students who do not make expected progress is generally lower than expected. The attendance team monitors the attendance of these students on a daily basis and works closely with the external agency (SEAAS) and parents/carers so we can address any issues promptly.

<b>4. Most effective strategies</b>			
<b>Strategy</b>	<b>Evidence and rationale</b>	<b>Intended impact</b>	<b>Cost</b>
Targeted use of maths catch-up workbook.	The topics in the workbook are interlinked and designed to enable students to demonstrate progress in particular topics. This helps students learn to choose appropriate methods for tackling different types of problems at the same time improving their number skills.	Improvement in the number fluency by building up number facts in students' long-term memory and improved problems solving skills of students.  Students being able to access wider curriculum in mathematics.	£410.85
Purchase of "Hegarty Maths" platform.	The app/website/platform teaches, assesses and tracks everything pupils need to learn in the mathematics curriculum. It provides genuine high quality learning, granular assessment and the tracking that promotes success, excellence in mathematics and independence.	Improved outcomes of year 7 pupils in relation to their flightpath.  Access to balanced curriculum that engages and challenges pupils so that they make good progress.  Students becoming more independent and confident at revision techniques resulting in improved numeracy skills and achievement.	£2000
Reduced class sizes	Reduced class sizes allow opportunities for more one to one or targeted support by teachers and teaching assistants, which helps drive students' improvement.	Improvement in the progress and achievement of the students with scaled score of less than 100 in mathematics and English.	£3284.15
AR program and the Hodder Level 3 Reading Age Test	AR program when combined with the Hodder testing provides measurable results on students' reading ages	Encourage good reading habits with students.  Improve reading age and book choice selection.	£3699 (AR) + £720 (Hodder's tests)

	throughout the year. It also allows to track and monitor improvements in students' reading ages.	To establish reading ages that can be shared with staff across the school. This will ensure that staff are providing differentiated reading materials to students and that teachers use different approaches to enable students to access range of texts.	
One to one intervention	Timetabled individualised support and monitoring have shown to instil the love for reading with students becoming more confident at dealing with the range of vocabulary. Positive feedback and encouragement improves students' reading ability and drives improvement within the subject area.	Reduced gap between the lower reading age and chronological age and improved overall progress in English due to students becoming more confident at accessing the curriculum.	£3000
Small group interventions for SPAG, comprehension and reading	Small group interventions have been effective in filling the gaps in students' knowledge by targeting students' weaknesses and spending more time on the areas requiring improvement.	Improves students' ability to write and comprehend variety of texts and help them tackle the examination more confidently.	£1500
Creative writing club	One to one support and feedback has proven to be effective in improving students' ability to write contextually.	Improved engagement in lessons. The intention is to get students to practise key writing skills through one to one support to help them become a critical writer and improve writing craft.	£1500

Tutor reading program and world book day	Children learn new words as they read with their tutors and gain better understanding of how to structure sentences and use language effectively. This also provides students' with an opportunity to discuss/share their ideas with others about what they are reading and encourages love for reading.	Improvement in students' vocabulary leading to highly-developed language skills and ability to write well.	£4000
Support via POD	The POD is a specialist provision for the students with SEN needs and/or the students with the lowest scaled score at KS2. It consists of three accelerated progress classes and follows a differentiated curriculum. The targeted use of intervention focussing on students' handwriting skill, sound-writing skill and overall reading ability using "LEXIA" software has proved effective in improving students' literacy and numeracy skills.	Improvement in the literacy and numeracy skills for the students either with SEN needs or with the lowest scaled scores at the point of entry. This intervention will also support students' transition back into the mainstream.	£6000

<b>5. Review of previous expenditure of Catch Up Fund</b>	
<b>Academic Year</b>	<b>2018 - 19</b>
<b>Total Year 7 Catch Up Fund budget</b>	£26,703
<b>Number of pupils eligible for funding</b>	109

<b>Impact on English progress</b>	<ul style="list-style-type: none"> <li>• 35% of the students exceeded the expected progress</li> <li>• 64% of the students either made or exceeded the expected progress</li> </ul>
<b>Impact on reading ages</b>	The school used Hodder tests to ascertain the amount of progress the students are making with their reading age. Of the students who took the test at the start and end of the year, 65% of the students made positive progress with their reading age. On average, the reading age of the students eligible for the catch up funding improved by 13 months.
<b>Impact on maths progress</b>	<ul style="list-style-type: none"> <li>• 23% of the students exceeded the expected progress</li> <li>• 50% of the students either made or exceeded the expected progress</li> </ul>

## 6. Additional information

The head of mathematics has taken the responsibility for improving numeracy across the school. This, along with tailored intervention identified by the outcomes team, the “Hegarty Maths” platform and targeted use of catch-up books will contribute positively to improving outcomes in mathematics.