

Report on Catch – up Funding Provision
Year 7 April 2017



Aim

To ensure that all underachieving pupils can reach age related expectations they are identified through SATS tests and internal baseline tests to at least in line with chronological age before the end of this academic year.
To facilitate achieving 'age related expectation' or beyond in all curriculum areas

Provision

To use the catch up funding of £7636 to impact positively on the progress of identified students through an intensive reading/writing/maths programme

The identified students were split into 3 groups of five students matching needs as much as possible. They were provided opportunity to read together and discuss the content to develop their comprehension skills every morning during their form time. Two TAs were running these sessions. They were withdrawn to work as a small group with HLTA for 6 lessons per week during PHSE sessions. The students were also withdrawn from MFL and DT lessons to provide additional support in English and maths. They have followed all curriculum subjects in other lessons. In addition to the extra provision, in class support was also provided for an extra 4 lessons a week in English and Maths for Autumn Term.

This programme did run for 6 weeks and the groups then alternated. This rotation in timetable ensured that they will not miss out the subjects they were withdrawn from. The staff who teach other curriculum areas they had been asked to focus on reading/writing skills in their lessons following their education plan.

In addition a 'Reading at home' programme was operated for Parents to support their children. This was monitored by the teaching assistants.

Parents were taken on board by informing them of the plans and were invited to come in at any point to discuss the progress of their child.

At the end of the 6 weeks Parents were invited again to discuss the impact of intervention and were informed of next steps.

They were assured to provide in class support through well differentiated lessons to keep their children on track.

Resources

The provision cost is as follows:

Reading sessions during registration	30 minutes daily 2.5 Hours X 2 groups = 5 hours a week £18.00 For 12 weeks	£1080
Structured English sessions	£108 x 6 weeks X 3 groups	£1944
Numeracy sessions	£108 x 6 X 3 groups	£1944
In class support	12X6=72 Hours X£18	£1296
Withdrawn Sessions X2	12X4=48 Hours X£18	£864
Resources	English/Maths	£520
Cost per pupil (15)	£509.87	£7648

Impact Measures

CATS Progress Tests

CATS reading Test

SRA Reading Scheme Assessment

Progress made considering Age Related Expectations

Identified students and impact of intervention

Cohort 1 last academic year 2016-2017

Student	Gender	PPM Y/N	SEND Y/N	Mean SAS	SATs		End of year English Level	English Progress Steps	End of year Maths Level	Maths Progress Steps
					English	Maths				
Student 1	female	N	Y	91	102 1S	91 LS	3D	5	1S	3
Student 2	male	Y	N	84	86 LD	100 LM	1S	4	1D	1
Student 3	female	Y	Y	76	85 LD	85 LD	1D	3	LM	2
Student 4	male	N	N	85	90 LS	95 LM	1D	2	1D	1
Student 5	male	N	N	81	86 LD	98 1D	1M	5	1S	1
Student 6	male	Y	Y	97	90 LS	94 LM	1D	2	1S	2
Student 7	female	N	N	86	87 LD	94 LM	1D	3	1S	2
Student 8	female	N	Y	81	NS LD	86 LD	LM	2	LM	2
Student 9	male	N	N	97	98 1D	93 LS	1S	1	2S	3
Student 10	male	N	Y	93	88 LS	99 1D	1M	4	1M	2
Student 11	male	Y	Y	82	90 LS	91 LS	1M	4	1S	3
Student 12	male	Y	N	79	90 LS	96 LM	2S	6	1D	1
Student 13	female	N	Y	NA	B LD	B LD	LM	2	LS	1
Student 14	male	N	Y	86	80 LD	89 LS	1S	4	1D	2
Student 15	male	N	Y	77	89 LS	89 LS	1S	3	LS	0

Key to School Grading System

SAS- Standardised assessment score

SAT- End of KS2 assessment

3	- Mastering	3 M
	- Securing	3 S
	- Developing	3 D
2	- Mastering	2 M
	- Securing	2 S
	- Developing	2 D
1	- Mastering	1 M
	- Securing	1 S
	- Developing	1 D
L	- Mastering	L M
	- Securing	L S
	- Developing	L D

Key Findings

English

- Out of the fifteen students identified for catch up, 93% (14) have made at least expected progress.
- 60% (9) of the students have made above expected progress.
- 7% (1) of the students have made only 1 step progress. (These students will continue getting support through interventions by subject teachers as a part of our enrichment programme)

Maths

- Out of the fifteen students identified for catch up, 66% (10) have made at least expected progress.
- 20% (3) of the students have made above expected progress.
- 34% (5) have made only 1 step progress. (These students will continue getting support through interventions by subject teachers as a part of our enrichment programme)

Staff

Planned and delivered by SENDCO Jaswant Soand and HLTA Sonia Kaur

Actions and accountability

Identification and informing Parents	Kulwant Atkar
Lesson by lesson monitoring	Jaswant Soand and Sonia Kaur
Planning	Jaswant Soand
Measuring Impact	Jaswant Soand
Designing and writing Scheme of Learning	Jaswant Soand and Sonia Kaur
Updating Parents weekly	Sonia Kaur
Monitoring 'Reading at home' Programme	Sonia Kaur
Meeting Parents	Jaswant Soand and Sonia Kaur
Evaluation and Impact Report-	Jaswant Soand and Sonia Kaur Kulwant Atkar & Kirenveer Athwal

