

Shenley Academy Year 7 Catch up funding 2020-21

Number of eligible pupils		Entry in year 7 2020		2019-20 Data	
Number of eligible pupils		85 (estimate)		English Reading: <90: 10%; 90-100: 27% 100-110: 43%; 110-120: 19% English Grammar: <90 5%; 90-100 24%; 100-110 43%; 110-120 28% Maths: <90 6%; 90-100 27%; 100-110 52%; 100-120 16%	
Level of Catch-up funding estimated		£14856			
Focus of strategy and intervention/areas of spend	Cost	Evaluation of impact of strategy - by whom, how and when	Success Criteria	Evidence of Impact (from 2019-20)	
Catch-up maths sessions with resources that will be designed to target key gaps in knowledge and understanding for the Year 7 pupils, in order to support students to catch up with their peers. Small group work to support students who scored 90 or less in maths SATs Review of maths through QLA of knowledge on entry. Establish the need and develop the focus of the maths sessions which roll out each half term with	£7370.22	The catch up sessions will be coordinated by the AHF with the Head of Inclusion and resources will be quality assured by the AHF maths. The resources and training for staff leading the sessions will be developed by the AHF maths. The sessions will be reviewed on a monthly basis and as part of quality assurance the senior	Improved maths outcomes, 75% of catch up cohort to be at age related expectations by July 2020. Age related expectations will be measured through the use of GL Assessments in maths in July 2021. Monthly reports at SLT meetings	All students were tested week beginning 21 st October. The results showed that of 16 students, 15 students increased overall figure 16 improved in place value, 14 improved in addition and 14 improved in subtraction Average increase: place value was 30%, addition 18%, subtraction 11% 13 students increased overall figure by 10% or more, 9	

a differing focus. This will be used to create a personalised programme.

One TIA 40% of time.

leadership team will look data and do book reviews.
Half termly assessment data will be analysed at QLA.

students by 20% or more and 2 students by 30% or more

Half Term2 Autumn (Students assessed for Multiplication, Division and Decimals – 15 students total) 15 students increased overall figure. 12 improved in Multiplication, 15 improved in Division and 15 improved in Decimals.

Average increase:

Multiplication was 16 %, Division 35 %, Decimals 31 % . 15 students increased overall figure by 10% or more, 11 students by 20% or more and 4 students by 30% or more

Learning walks completed in September and October 2019 and January 2020 have showed that the sessions are set at the appropriate level of challenge, students are engaged and are making progress.

Work scrutiny completed in September and October 2019 shows that books are marked in line with academy policy. Students are given “close the gap” tasks based on feedback.

				<p>Student voice focus group completed in October 2019 provided positive feedback such as ... 'I find the small groups really good as I get a lot of 1:1 support during sessions.'</p> <p>Spring HT1 Numeracy: 14 students increased overall figure. 1 did not sit the reassessment. 13 improved in calculator skills, 14 improved in Money and 11 improved in Fractions. Average increase: Calculator skills was 41%, Money 43 %, Fractions 15% . 13 students increased overall figure by 10% or more, 12 students by 20% or more and 9 students by 30% or more. 1 student moved to James Brindley School.</p>
<p>From the current year(2019-20) we have reviewed the impact of the maths catch sessions and determined that the tracking of pupils' progress needs to be more frequent. Assessments need to be specially targeted at the yr 7 catch up maths cohort. End of year assessments in July 2021 will provide data on how many students have caught up and are working at age related</p>		<p>Half termly intervention progress updates by Head of inclusion</p>	<p>Improved scores compared to baseline assessments for key topics</p>	<p>New assessments have been created specifically for catch up and have been used to assess progress in October 2019</p>

expectations. Learning walks have shown that students are engaged in the catch up maths sessions and are well supported in improving their basic maths knowledge.				Learning walks completed in September and October 2019 have showed that the sessions are set at the appropriate level of challenge, students are engaged and are making progress. This shows that the new pedagogical approaches are having a positive impact.
Undertake reading age tests when all year 7 children arrive. Use the new Literacy Online tool to complete initial assessments.	£1000 literacy online annual subscription	Termly updates by whole school literacy lead	Improvement in reading ages at each termly cycle	All year 7 catch up students have been tested for reading comprehension and IDL and have been placed in the correct group for their reading age.
Catch-up English. Small group work to support students who had scored 90 or less in Reading and/or grammar in KS2 SATS to ensure that they catch up with their peers. One TIA 40% of time.	£7370.22	Half termly updates on progress from Head of inclusion	Improved English outcomes, 75% of catch up cohort to be at age related expectations by July 2021. Quality assurance of catch up sessions shows high impact. Reading tests in September, mid-year and at the end of the year.	All students were tested week beginning 21 st October. The results showed that of 23 students, 16 Students improved reading age by 2 months or more, 13 by 4 months or more, 11 by 6 months or more, 5 by 1 year or more and 1 by 2 years or more

using IDL programme and reading comprehension box

Learning walks completed in September and October 2019 have showed that the sessions are set at the appropriate level of challenge, students are engaged and are making progress.

Work scrutiny completed in September and October 2019 and January 2020 shows that books are marked in line with academy policy. Students are given “close the gap” tasks based on feedback.

Student voice focus group completed in October 2019 provided positive feedback such as: ‘I prefer the smaller group sizes’. ‘I feel like I am making good progress and know how to improve’.

Spring HT1 Literacy:
Year 7 catch up: 24 students participated in Cycle 3. 20 students moved up at least 1 stage (1 stage = 6 months

				reading age progress). 6 students moved up at least 2 stages and 2 students moved up at least 3 stages. 1 student made enough progress to leave the intervention. Since the start of the academic year 25 students started, 1 student now attends James Brindley School. 23 students moved up at least 1 stage, 12 students moved up at least 2 stages and 5 students moved up at least 3 stages.
Accelerated Reader Programme to improve students' reading	£700 (based on 42% 87/205 total cost of accelerated reader for year 7)	<p>Leadership by LRC manager</p> <p>The ARP will be used weekly to ensure that students in year 7 are reading books at an appropriate reading age. The ARP will also enable students to be regularly tested on their reading age so that they can progress to more complex texts as soon as it is appropriate for them to do so.</p> <p>Half termly monitoring of ARP test scores and reading ages to ensure that catch up year 7s are making accelerated progress in increasing their reading ages.</p>	85% of the 87 students eligible for year 7 catch up funding improve reading age. 90% of the cohort has a reading age that matches their chronological age by July 2021	

		Half termly pupil voice to enable leaders to evaluate the success of this approach.		
Hegarty Maths used to support students in maths. It can be used by students as a reference or revision tool and can also be used by teachers to set homework activities	£84 (based on 42% 87/205 total cost of Hegarty for year 7)	Homework completion rates to be monitored fortnightly by Curriculum Leader maths. Learning walks conducted weekly by AHF will monitor the start of lesson procedure. Updates on Hegarty maths completion rates for yr 7 catch up students to be provided as part of monthly SLT meeting with clear actions presented to ensure focused improvements.	Improved maths outcomes, 75% of catch up cohort to be at age related expectations by July 2020. Age related expectations will be measured through the use of GL Assessments in maths in July 2021 Monthly reports at SLT meetings	Analysis of Hegarty maths showed that the catch up students worked on Hegarty maths for a total of 150 hours in Autumn term
English and Maths assessments (GL or similar for 2020). Used to evaluate the impact of catch up funding in Year 7 and to also provide diagnostic advice on students' learning needs for progression in year 8.	£1260 (based on 42% 87/205 total cost of for year 7)	Complete review of the effectiveness of new assessments in July 2021 Review will need to consider the level of data produced from the assessments and evaluate how effectively the diagnostic QLA data is used to target interventions for year 7 catch up students	Standardised reliable data which enables accurate evaluation of catch up strategy	To be completed in July 2021

There will be a monthly SLT meeting where there will be an agenda item on year 7 catch up funding. This agenda item will include updates from each aspect of the year 7 catch up plan which will then enable the leader responsible for catch up funding to collate the evidence, evaluate the current effectiveness of the plan, and make any necessary changes of adjustments to the plan. **Total £18, 084.44**