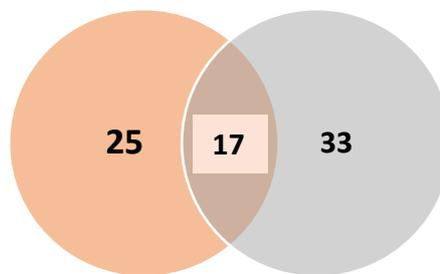


Year 7 Catch Up Funding Plan Update 2018/2019

The £8,948 received was used to support and partly subsidise the following areas. Additional transition days are supported for vulnerable students, including those who have been identified as having additional needs in terms of Literacy and Numeracy.

In September 2018 Nailsea School had 188 students on roll. The total funding received for catch-up was **£8.948**. Of the total year 7 cohort students were identified as eligible for catch-up funding as their Key Stage 2 standardised test score in reading or numeracy was below the expected level.



Literacy 25 students
Numeracy 33 students
Both 17
Students accessing 'The Hub' 10

Literacy Support.

Overview:

29 students were recognised as needing Literacy (reading) support in the Y7 co-hort of 2018. These figures were based on the students' SATs scores.

The majority of these students (20) were taught in classes that are smaller than average (either in The 'Hub' or in our smaller 'D' teaching group).

The Hub had 3 TAs supporting all lessons (10 students with attainment well below age related expectation).

The English TA worked in all of 7Ds lessons (10 students with attainment below age related expectation).

Literacy Support

Summer School

7 students attended our summer school to support their emotional and therefore academic transition to secondary school.

'Hub' Class

5 of the eligible students are part of the 'Hub' class. This is a smaller than average class (8 students with 3 TAs) who work in this class for core lessons as well as some non-core, including Humanities.

TA targeted support in lessons.

Under the direction of the English Curriculum Leader, a TA has worked closely with these students throughout the year.

10 minutes of reading at the start of every English lesson.

Allows teachers and TA to target individuals and help focus their reading.

Whole school focus on reading strategies (through NGRT).

All new starters in Y7 to receive NGRT reading assessment. If necessary, they will join program.

Impact (Summer 2019)

Student voice proved that scheme was a success for those who whose emotional well-being may have impacted on their learning.

Evaluated through regular assessment (within the classroom). The students have been tracked against their prior attainment with the aim of them 'exceeding' their flightpath due to making more than average progress. Those students who have not made the progress expected are highlighted after each Progress Review.

Progress Review 2:

22/25 students were 'meeting' expected progress.
1/25 was 'exceeding'.
2/25 were 'not yet meeting'.

Evaluation and next steps for 2019-20:

- A more rigorous and targeted approach is needed to ensure individuals make progress in **specific literacy** skills.
- School has now invested in the training of 4 members of staff to deliver the 'Catch Up Literacy' programme: <https://www.catchup.org> This is recognised by the Education Endowment Fund as being an effective way of deploying TAs and raising the achievement of students with a low starting point for their reading.
- School has also invested in NGRT assessments for all students (including new 'in year' entrants) to enable a more accurate measure of students' reading and specific areas of challenge.
- Staff have access to individual reports for those students who are not at the expected level when arriving in September and can also access strategies that target their specific challenges.

Numeracy Support.**Overview:**

33 students were recognised as needing Numeracy support in the Y7 co-hort of 2018. These figures were based on the students' SATs scores.

The 'Hub' or in our smaller 'D' teaching group.

The Hub had 3 TAs supporting all lessons.

Maths taught in 'sets' - with those Y7 students with lower prior attainment working in smaller classes and often with a TA.

Summer School

7 students attended our summer school to support their emotional and therefore academic transition to secondary school.

'Hub' Class

5 of the eligible students are part of the 'Hub' class. This is a smaller than average class (8 students with 3 TAs) who work in this class for core lessons as well as some non-core, including Humanities.

TA targeted support in lessons.

Under the direction of the Maths Curriculum Leader, a TA has worked closely with these students throughout the year.

Setting in Maths.

Smaller class sizes for those with lower than age expected attainment on entry.

Small group withdrawal from lessons and tutor time peer support.

With Maths specialist and Y11/6th Form students.

Student voice proved that scheme was a success for those who whose emotional well-being may have impacted on their learning.

Progress Review 2:

16/33 students were 'meeting' expected progress.
17/33 were 'not yet meeting' expected progress.

Evaluation and next steps for 2019-20:

- A more rigorous and targeted approach is needed to ensure individuals make progress in **specific numeracy** skills.
- School has now invested in Sumdog to be used as part of individualised Maths support.
- Designated Intervention tutor has also been appointed to have oversight of the scheme – including ensuring regular assessments are made to track impact.
- School has also invested in NGRT assessments for all students (including new 'in year' entrants) to enable a more accurate measure of students' reading and specific areas of challenge.
- Staff have access to individual reports for those students who are not at the expected level when arriving in September and can also access strategies that target their specific challenges.

Strategy for 2019-20:

For the Academic Year 2019/2020 we are predicting funding of £9,800 and provides:

- Targeted support in English through a comprehensive approach to improve the reading ability of all students. This includes the use of 1:1 'Catch Up' Literacy sessions delivered by qualified TAs and LSAs.
- The more consistent use of reading strategies recommended from the NGRT assessment carried out at the start of Y7.
- Small intervention group and 1:1 provision for maths, delivered by a qualified Maths teacher.
- Investment in 'SumDog' programme to support numeracy sessions.

As part of the transition into year 7 both the Head of Houses, SENDCO and PP lead will spend time with the feeder Primary schools establishing the Literacy and Numeracy ability of all students. Students who are predicted to not achieve the expected level or perhaps who have restricted vocabulary or struggle with Numeracy will be identified. They will be invited to the school's Summer Scheme where extra information and contact with parents can be accessed.

This information enables both the English and Maths departments to anticipate the support required for these students in advance. It also allows the Learning Support Department to identify what TA support will be required for these students and to timetable this accordingly.

