

Strategy

Catch Up Funding Allocation 2018-2019: £7,712.30
 Income deferred from the previous year: £1,001.30
 Income received 2018/19: £6,711.00

Barriers to future attainment of lower ability students	
In-school barriers /issues	
A.	28% of our pupils on entry in 2018 failed to achieve the expected standard in grammar and 25% in reading.
B.	33% of our pupils on entry in 2018 failed to achieve the expected standard in mathematics.
C.	A cohort of very low ability students in the lower ability set (Mean CATS score of 86).

1. Planned expenditure					
Academic year	2018-19				
i. Quality first teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review
Improved Year 7 literacy progress. Focusing on reading skills. Evidenced by RA scores.	<p>Specialist tutor delivering reading skills with a focus on inference and analysis. Small group intervention ran from October to December.</p> <p>Phonics delivered to 7.4 in groups of 2-4 pupils.</p> <p>Class sets of novels aimed at lower-abilities.</p>	<p>Intervention pupils were selected on the basis of RA scores – deficit of 1+ years from their chronological age.</p> <p>Developing literacy skills is key to building on the prior knowledge from the new SATs framework and preparing for the emphasis on spelling, punctuation and grammar in the new GCSE.</p>	<p>Intervention materials mirror GCSE papers –texts shaped for younger pupils and skills broken down into more manageable chunks – but in essence the skills required for GCSE.</p> <p>Novels will be linked with appropriate scaffolded resources.</p> <p>Step-by-step phonics activity booklets for use in withdrawal intervention sessions: Ruth Miskin Programme.</p> <p>Enrichment activities for reluctant and low ability readers planned with our Poet in Residence Tony Walsh</p>	CMC	<p>The RA results reflected a mix of success and disappointment. Across the entire cohort of Years 7 to 9 there was a drop in RA scores which suggests that the test itself was more challenging – it is hard to achieve parity between tests. Some individual scores raised which shows that there was value in the intervention delivered. There are long-term success criteria for this intervention, such as increasing the English knowledge and skills for this group of pupils: introducing and sustaining their knowledge of GCSE techniques, laying the foundation for their studies across KS3 and KS4.</p> <p>In a Pupil Voice exercise Year 7 expressed positive feelings towards intervention. 50% of the group were enthusiastic about the experience and its benefits. The other 50% recognised its benefits and appreciated the teaching. All participants appreciated working in small groups and they found the teaching ratio beneficial to developing and extending discussion. All expressed their willingness to participate in intervention next year to help their English, which is clearly a strong endorsement.</p> <p>The Ruth Miskin phonics programme was successfully delivered to all pupils in 7.4. A measure of that success is the progress through the booklets.</p> <p>Class sets of novels were not required and the enrichment programme targeted other groups this academic year.</p>

<p>Improved levels of attainment relative to target grades for the least able mathematics students in Year 7.</p>	<p>Recruitment of a specialist mathematics tutor for one day per week during the academic year.</p>	<p>To provide additional intervention; one to one tuition; for those below expected standard on entry in Year 7 in Mathematics for one lesson per week.</p>	<p>Weekly programme of intervention with timetabled slots for students supported with Step-up and Catch up textbooks to assist in identifying areas of pupil weakness</p>	<p>SAT</p>	<p>14 pupils in Year 7 have been involved in the maths intervention. 3 of these pupils over achieved in maths after term 1 and as a consequence were promoted a set in Maths. Of the 11 pupils who continued intervention throughout the year, 28% were above their targets by the end of the year. 82% achieved on or above their targets. All pupils expressed positive attitudes towards the intervention and many have requested more during the next academic year.</p>
---	---	---	---	------------	--