



West Park Academy

Year 7 Catch up funding

Overview

The academy receives additional funds for pupils who did not achieve the expected standard in English (Reading) and/or their Maths at the end of Key Stage 2. The qualifying score at KS2 was any pupil who scored less than 100 in their Reading and/or Maths assessments. For the academic year 2018-19, the DfE has allocated West Park Academy £19874 in catch up funding. During Year 7, this funding is to be used to support any strategies and initiatives to help improve the outcomes and ensure identified pupils are able to make expected progress.

2018-2019 review

What strategies were been deployed to ensure expected progress?

Pupils who are part of the West Park Academy but enter with below the expected level for Reading and/or Maths were given access to various opportunities for additional support, including but not limited to:

- In-class support.
- Small group support sessions.
- Regular additional intervention lessons.

This report will highlight how we measure the impact of our strategies, what strategies we have put in place for 2018-19, and where we plan to move forward in 2019-20.

Catch-Up Cohort analysis

Pupils not achieving expected outcomes at KS2 for English (Reading) and Maths were as 91 Year 7 pupils achieved less than 100 in KS2 reading and/or maths.

Catch-up cohort data	Figures
Disadvantaged pupils	32 (35%)
SEND	20 (22%) 6 EHCP 14 SEN support
Gender	47% female 57% male

For the 75 pupils who achieved below 100 in KS2 reading:

Set 4 for English	21 (28%)
Set 5 for English	45 (60%)
Base 9	9 (12%)

For the 53 pupils who achieved below 100 in KS2 maths:

Set 5 for Maths	44 (83%)
Base 9	9 (17%)

How the funding was used in 2018-2019

The funding received by the Government allowed us to do the following:

- Smaller groups of intervention for English and Maths.
- Increased the number of one to one support
- Mentoring sessions
- Photocopying and purchasing resources
- Literacy and numeracy intervention sessions led by TA's.
- Break, lunch and after school clubs
- Rewards
- Internal training

Action points for 2019-2020

- Purchase IDL software to track and show progress for literacy and numeracy throughout the year.
- Appoint a TA dedicated to the Maths department full time.
- Appoint a TA dedicated to running IDL intervention sessions.
- Carry out learning walks and book monitoring in English and Maths.
- Use SISRA to monitor the progress of pupils and liaise with the head of departments for further intervention for pupils not making expected progress.
- Head of Year 7 and Assistant head of Year 7 to monitor attendance of pupils closely.
- Year 7, catch up pupils to complete IDL numeracy one hour a week during their Maths lessons with a qualified Maths teacher.

Catch-Up Cohort data for 2019-2020

Reading	75 pupils scored below 100. 6 pupils were not entered for their SATS examinations. Total number of pupils- 81.
Maths	47 pupils scored below 100. 6 pupils were not entered for their SATS examinations. Total number of pupils- 53.
Reading and Maths	31 pupils scored below 100 in both reading and Maths.

- 5/6 pupils who were not entered for their SATS examinations have been placed in Base 9.

How the funding is to be used for 2019-2020

- Purchase of software for literacy and numeracy.
- Recruiting two TA's, one specifically for Maths and a second TA as a specialist for intervention sessions.
- Smaller groups of intervention for English and Maths.
- Increased the number of one to one support
- Mentoring sessions
- Photocopying and purchasing resources
- Increase the number of intervention sessions in smaller groups
- Continue to provide break, lunch and after school clubs
- Continue the reward system and recognise progress made by pupils
- Internal training

Catch-up strategy for 2019/2020

Below is a revised list of strategies that we will use to support Year 7 catch up pupils:

Quality Teaching, Learning and Assessment:

Curriculum Support:

- Quality First teaching in the Maths and English departments.
- Focus on high quality differentiation monitored through regular QA.
- Focus on repetition and over learning to enable students to master the necessary skills.
- TA support within the Maths and English department.

Targeted support:

Interactive, educational software to help pupils learn to read, and increase academic performance.

- Year 10 pupils who act as volunteers to help work with Year 7 students who are struggling in literacy and numeracy.
- The purchase of IDL software, which targets both literacy and numeracy.
- A dedicated Maths TA responsible for running targeted numeracy interventions.
- A second TA responsible for running intervention sessions with smaller groups.
- A buddy reading system where older pupils listen to Year 7 students read in order to develop their comprehension skills.

Assessing the impact

Attainment of pupils will be measured through the half termly teacher assessments in both English and Maths. Progress will then be analysed and appropriate intervention and support will be put in place. Intervention and support staff will liaise with teachers to work on specific targets. The impact of intervention will then be evaluated and pupils who still need support will be identified again. Some further strategies to assess the impact include;

- English and Maths teachers will check progress made in IDL sessions through a series of tests.
- The NGRT tests are to be repeated after 6 months to check if pupils reading ages have improved.
- Pupil voice will be carried out at the start and end of the year to assess pupils own opinions about their progress.