

## **YEAR 7 CATCH UP Funding 2013 -14**

Allocated Amount £14,500

Funding is allocated at £500 per student during the academic year. Broughton Hall had 29 students on entry who were assessed through KS2 SATS to be below Level 4 in either English or Mathematics or both.

These students were identified and supported through a variety of means including some in class support, smaller group sizes and pastoral support. However the 'Catch UP Funding' was used to supplement these activities with specific projects and strategies that are detailed below on the next page.

### **END of YEAR 7 Results 2013-14**

Assessments for maths were based on Level National Progress Tests

English Assessment using NC Criteria and timed responses to key questions were used.

	Maths	English
Below Level 4 on Entry	22	21
Above level 4 at end of Year 7	6	11
Below Level 3 on Entry	4	0
Above level 3 at end of Year 7	3	N/A

Analysis of the results shows impact in mathematics at the lowest end from Level 2 to 3 but unfortunately only 6 of the 18 improved from Level 3 to 4 as targeted. This needs to be improved and as seen above the funding spend has been evaluated and will be spent accordingly. The improvement rate in English of 50% is pleasing and reflects the impact of the targeted approach to Literacy across the school as well as individually with these students.

## Costings and overview of analysis

Activity	Focus Group	Cost	Impact
Small Group Tuition with WD Tuition	15 students – 20 weeks' worth of sessions	£3000	Improvement in fundamentals for mathematics and/or English for specific weaknesses identified in diagnostic testing
Use of Symphony Mathematics Programme & Lexia Programme	All students	<p>Purchase of Symphony Mathematics £2500</p> <p>Licence and contribution towards staffing cost - £1000</p>	<p><b><u>Symphony</u></b></p> <p>Major improvements in specific fundamental topics such as number ordering, Spatial recognition, use of area and other concepts</p> <p>Greatest impact seen with Level2 into Level 3 students</p> <p><b><u>Lexia</u></b></p> <p>Targets students 'Reading Construction' for example specific frequently used words, the use of phonics and some conjunctions within the basis.</p> <p>Success in improvements in reading were demonstrated and were part of the improvements in English.</p>
Mathematics – Improving to Level 4 Used the PET Xi Company	All Level2 or 3 students	<p>£8000</p> <p>An intensive programme for 30 hours of small group tuition with low ratios – 1:3 that targeted Level 3 and Level 4 weaknesses</p> <p>Due to poor impact a £2500 refund was agreed this is to be used for Year 8 students to continue intervention and support.</p>	<p>This did demonstrate some improvements but the school made the decision following analysis that this exercise would NOT be repeated as the small group tuition offered by the school itself and another external agency (WD Tuition) offered longer lasting impact.</p>

## YEAR 7 CATCH UP Funding 2014 -15

Allocated Amount Estimated £12500 Funding is allocated at £500 per student during the academic year. Students have been identified and will be supported through a variety of means including some in class support, reading revolutionaries and pastoral support. However the 'Catch UP Funding' will be used to supplement these activities with specific projects and strategies that are detailed below on the next page.

### Plan of Support and intervention 2014-15

Activity	Focus Group	Cost	Anticipated Impact
Catch –Up Literacy Programme	Level 3 Students  Two groups of 6 students targeted and supported by staff on a 12-15 week programme. All students to access across the school year.	Lesson Allocation for staff equivalent to £2000 per group  Total = £4000	Achieve Level 4 for over 60% of the full cohort.  Student confidence to improve and an analysis of key skill improvements.
Use of Symphony Mathematics Programme & Lexia Reading Programme	All students within focus group	Licence for Symphony Mathematics £1000  Licence for Lexia - £1000  Contribution towards staffing - £1500	<b><u>Symphony</u></b> Improvements in specific fundamental topics targeted specifically in number. Steps to try and widen the impact to the Level 3 students  <b><u>Lexia</u></b> Target frequently used words and construction of new words. Lexia scales demonstrate improvements for all  Targets students 'Reading Construction' for example specific frequently used words, the use of phonics and some conjunctions within the basis.

<p><b>Maths</b> KS3 Maths intervention officer for maths to target specific weaknesses with focused and personalised programme of study.</p>	<p>Level 3 Students</p>	<p>Contribution to PPA and meeting time in addition to ADA Allowance for staff – contribution.</p> <p>£2000</p> <p>Specific interventions for AENCO and assistant SENCO to be completed.</p> <p>£500</p>	<p>Specific advice and improvements made in topics and core components of mathematics understanding.</p> <p>Topics include Negative numbers, multiplication and division. Also order of operations.</p>
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**END of YEAR 7 Results 2014-15**

Assessments for maths were based on Level National Progress Tests

English Assessment using NC Criteria and timed responses to key questions were used.

	Maths	English
Below Level 4 on Entry	17	7
Above level 4 at end of Year 7	9	6
Below Level 3 on Entry	1	1
Above level 3 at end of Year 7	1	1

Analysis of the results shows impact in mathematics shows that improvements have been made since 2013-14 year group with over 50% moving from Level 3 to Level 4 in comparison to 27% in 2013-14. The strategies introduced will be built upon in 2015-16.

Results in English were pleasing and the Spring Literacy Catch-Up Programme will be repeated as we move forward in 2015-16.

Impact in 2014-15 greater than 2013-14.

## YEAR 7 CATCH UP Funding 2015 -16

Allocated Amount Estimated £8500 Funding is allocated at £500 per student during the academic year. Students have been identified and will be supported through a variety of means including some in class support, reading revolutionaries and pastoral support. However the 'Catch UP Funding' will be used to supplement these activities with specific projects and strategies that are detailed below on the next page.

### Plan of Support and intervention 2015-16

Activity	Focus Group	Cost	Anticipated Impact
Catch –Up Literacy Programme	Level 3 Students  Two groups of 6 students targeted and supported by staff on a 12-15 week programme. All students to access across the school year.	Lesson Allocation for staff equivalent to £2000 per group  Total = £2000	Achieve Level 4 for over 60% of the full cohort.  Student confidence to improve and an analysis of key skill improvements.
Use of Symphony Mathematics Programme & Lexia Reading Programme	All students within focus group	Licence for Symphony Mathematics £1000  Licence for Lexia - £1000  Contribution towards staffing - £1500	<b><u>Symphony</u></b> Improvements in specific fundamental topics targeted specifically in number. Steps to try and widen the impact to the Level 3 students  <b><u>Lexia</u></b> Target frequently used words and construction of new words. Lexia scales demonstrate improvements for all  Targets students 'Reading Construction' for example specific frequently used words, the use of phonics and some conjunctions within the basic skills.

<p><b>Maths</b> KS3 Maths intervention officer for maths to target specific weaknesses with focused and personalised programme of study.</p>	<p>Level 3 Students</p>	<p>Contribution to PPA and meeting time in addition to ADA Allowance for staff – contribution.</p> <p>£2000</p> <p>Specific interventions for AENCO and assistant SENCO to be completed. £500</p> <p>Targeting for support the Catch Up Numeracy programme</p>	<p>Specific advice and improvements made in topics and core components of mathematics understanding.</p> <p>Topics include Negative numbers, multiplication and division. Also order of operations.</p> <p>Maths TA to individually target students</p>
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**END of YEAR 7 Results 2015-16**

Assessments for maths were based on Level National Progress Tests

English Assessment using NC Criteria and timed responses to key questions were used.

	Maths	English
Below Level 4 on Entry	13	8
Above level 4 at end of Year 7	3	8
Below Level 3 on Entry	4	1
Above level 3 at end of Year 7	2	1

Analysis of the results shows impact in mathematics shows that improvements have been made since 2013-14 but have fallen in 2015-16 since the previous year.

As a result of the disparity Catch Up Numeracy Training will take place in 2016-17 and be introduced during Spring Term.

Results in English were excellent and superb progress made. The Spring Literacy Catch-Up Programme will be repeated and extended as we move forward in 2015-16.

## Plan of Support and intervention 2016-17 – Spend £10,125

Activity & Specific Focus Group	Actions	Cost	Anticipated Impact
<p><b>Catch –Up Literacy Programme</b></p>	<p>Less Than 100 Standardised Score is considered below National Standard</p> <p>The actions for the students under 100 have been targeted in different ways – a stratified approach</p> <p>ALL Students took English Progress Tests 11T which gave detailed analysis, strengths and weakness of individuals and the cohort in addition to a full analysis of Question Level Analysis at Key Stage 2.</p>	<p>Catch Up Literacy Contribution - £750 to Progress 11T Tests.</p>	<p>See below for details at varying tiers</p>
<p>Scores 95-99 (41 Students)</p>	<p><b><u>In class Intervention &amp; Support in English lessons</u></b></p> <p>Following <b>Question Level Analysis</b> from SATS and Progress 11T Tests in September a key Target was set to ensure the pupil could improve and so be in line with national standards.</p> <p>Evidence of this Target for improvement can be found in exercise books.</p>	<p>The cost of this is in staff time and focus but within their main role as class teacher the cost is one of opportunity rather than actual.</p>	<p>Students will be in line with their target grade and in many cases above it.</p> <p>Progress Tests 12 at the end of the year will demonstrate progress across English but in particular against the area for development that was targeted.</p>
<p>Scores 90-94 (20 Students)</p>	<p><b><u>In class Intervention &amp; Support in English lessons</u></b></p> <p>Following <b>Question Level Analysis</b> from SATS and Progress 11T Tests in September class teachers were aware of strengths and weaknesses.</p>	<p>The cost of this is in staff time and focus but within their main role as class teacher the cost is one of opportunity rather than actual.</p>	<p>Progress Tests 12 at the end of the year will demonstrate progress across English.</p>

	<p>In addition Progress 11T identified areas for development.</p> <p><b><u>Summer Catch - Up Literacy Programme</u></b></p> <p>Some students will have the opportunity to follow the Catch up Literacy programme in the Summer Term</p>	<p><b><u>Summer Catch- Up Literacy Programme</u></b></p> <p>Catch up Literacy time against teacher costs</p> <p>£800 per teacher per session across Spring and Summer term (staff time)</p> <p>So 5 X £800 = £4000</p>	<p>Progress 12 Tests will demonstrate progress against overall standards whilst demonstrating improvement in particular skills.</p>
<p>Scores less than 90 (17 Students)</p> <p><i>Approximately the same sized cohort as Broughton Hall has had following Catch up Programmes in the past.</i></p>	<p><b><u>Lexia</u></b></p> <p>Intervention for basic understanding of reading and related constructs</p> <p><b><u>Spring Catch- Up Literacy Programme</u></b></p> <p>Small group and individual reading &amp; literacy programme delivered twice per week</p> <p>This uses the shared reading of a set text and its meaning on a one to one basis.</p> <p>Literacy skills identified in initial assessment that are in need of development- these will be focused upon.</p>	<p>Lexia</p> <p>Annual Cost £900</p> <p>Staff facilitating Lexia sessions - £600</p> <p><b><u>Spring Catch- Up Literacy Programme</u></b></p> <p>Catch up Literacy time against teacher costs</p> <p>£800 per teacher per session across Spring and Summer term (staff time)</p> <p>So 5 X £800 = £4000</p>	<p><b><u>Lexia</u></b></p> <p>Target frequently used words and construction of new words. Lexia scales demonstrate improvements.</p> <p>Targets students 'Reading Construction' for example specific frequently used words, the use of phonics and some conjunctions within the basics.</p> <p><b><u>Spring Catch- Up Literacy Programme</u></b></p> <p>An audit against the initial literacy skills that need developing to see if any improvements.</p> <p>Evidence of successful improvements in Progress 12 Tests</p>



<p><b>Maths</b> KS3 Maths intervention officer for maths to target specific weaknesses with focused and personalised programme of study.</p>	<p>Less Than 100 Standardised Score is considered below National Standard</p> <p>The actions for the students under 100 have been targeted in different ways – a stratified approach</p> <p>ALL Students took Maths Progress Tests 11T which gave detailed analysis, strengths and weakness of individuals and the cohort in addition to a full analysis of Question Level Analysis at Key Stage 2.</p>	<p>Catch Up Numeracy Contribution - £750</p> <p>Contribution to PPA and meeting time in addition to ADA Allowance for staff – contribution.</p> <p>5 staff X £800 = £4000</p> <p>Targeting for support the Catch Up Numeracy programme</p>	<p>Specific advice and improvements made in topics and core components of mathematics understanding.</p> <p>Topics include Negative numbers, multiplication and division. Also order of operations.</p> <p>Maths TA to individually target students</p>
<p>Scores 95-99 (52 Students)</p>	<p><b><u>In class Intervention &amp; Support in Maths lessons</u></b></p> <p>Following <b>Question Level Analysis</b> from SATS and Progress 11T Tests in September a key Target was set to ensure the pupil could improve and so be in line with national standards.</p> <p>Schemes of work were also adjusted. Just after half term following QLA.</p>	<p>The cost of this is in staff time and focus but within their main role as class teacher the cost is one of opportunity rather than actual.</p>	<p>Students will be in line with their target grade and in many cases above it.</p> <p>Progress Tests 12 at the end of the year will demonstrate progress across Mathematics but in particular against the area for development.</p>
<p>Scores 90-94 (21 Students)</p>	<p><b><u>In class Intervention &amp; Support in Maths lessons</u></b></p> <p>Following <b>Question Level Analysis</b> from SATS and Progress 11T Tests in September class teachers were aware of strengths and weaknesses. In addition Progress 11T identified areas for development.</p> <p><b><u>Summer/Spring Catch- Up Numeracy Programme</u></b></p> <p>See below for details (some students</p>	<p>The cost of this is in staff time and focus but within their main role as class teacher the cost is one of opportunity rather than actual.</p> <p><b><u>Summer/Spring Catch- Up Numeracy Programme</u></b></p>	<p>Progress Tests 12 at the end of the year will demonstrate progress across Maths</p> <p>Progress 12 Tests will demonstrate progress against overall standards whilst demonstrating improvement in particular skills.</p>

<p>Scores less than 90 (8 Students)</p>	<p><b><u>Symphony Mathematics</u></b></p> <p>Intervention for basic understanding of numeracy and related information. Practice of number bonds, times tables whilst relating these to shape and occasionally an abstract topic which helps understanding.</p> <p><b><u>Spring Catch- Up Numeracy Programme</u></b></p> <p>Small group and individual Numeracy programme delivered once/twice per week</p> <p>This uses the shared reading of a set text and its meaning on a one to one basis.</p> <p>Numeracy skills identified in initial assessment that are in need of development- these will be focused upon improving basic number skills.</p>	<p><b><u>Symphony Mathematics</u></b></p> <p>Annual Cost £900</p> <p>Staff facilitating Symphony sessions - £600 in staff time</p> <p><b><u>Spring Catch- Up Numeracy Programme</u></b></p> <p>Catch up Numeracy time against teacher costs</p> <p>£800 per teacher per session across Spring and Summer term (staff time)</p> <p>So 5 X £800 = £4000</p>	<p><b><u>Symphony</u></b></p> <p>Symphony pupils are targeted to improve specific standards. The Symphony programme indicates specific strands that have been improved.</p> <p>Targets pupils' conceptual understanding for example number bonds, shape to represent multiplication and the use of tables in simple problem solving.</p> <p><b><u>Spring Catch- Up Numeracy Programme</u></b></p> <p>An audit against the initial Numeracy skills through an ongoing testing process to see if any improvements.</p> <p>Evidence of successful improvements in Progress 12 Tests</p>
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**END of YEAR 7 Results 2016-17**

Use of Progress 12 tests will be used as will end of year tests to analyse if on track or nearer to being on track.