

Evaluation of Y7 catch up funding 2017-18 and planned strategy for 2018-19

How much was received in 2017-18?

The Crest Academy received £35,919 in Y7 catch up funding. The projected amount for this year is £31,008.

How many students are eligible for the funding?

2017/18:

- 73 students were below expected standards in Reading
- 64 students were below expected standards in Writing (SPAG)
- 45 students were below expected standards in Maths
- 38 students were below expected standards across all 3 assessed areas

2018/19:

- 65 students were below expected standards in Reading
- 71 students were below expected standards in Writing (SPAG)
- 52 students were below expected standards in Maths
- 38 were below expected standards across all 3 assessed areas

How we intend to spend it? The 2018-19 proposed spend is detailed below.

Action	Intended impact
Summer school programme (part of transition programme)	SENCO uses opportunity to identify specific needs. Students take part in literacy activities in order to practise literacy and numeracy skills during long holiday period.
Catch up Literacy CPD for SENCO	Ensure that the SENCO is skilled in understanding the needs of these particular students and that there is a scheme in place to cater to these needs.
Early identification of students for intervention: All year 7s on entry are tested on unaided writing, spelling and numeracy alongside CATS test	Students who need support are identified, alongside their specific needs, and receive subsequent intervention.
Early identification of students for intervention: All year 7s on entry complete a LASS and LUCID test	Students who need support are identified, alongside their specific needs, and receive subsequent intervention.
Early interventions for students: Identify students from the testing results to form a provisional SEND register, from which the students receive intervention in mornings and in lesson where needed - Morning intervention – Lexia - In class intervention - TA support - Withdrawal	Students make rapid progress in reading ages and English and maths grades as a result of the intervention

NB. EAL provision to be tiered from January (ie. Intensive nurture, Small group withdrawal and in-class differentiation)	
Early interventions: LSA supporting year 7 (x 2 part time)	Support students in need of EHCP – collation of evidence. Support students with transition issues. Identify any specific needs that have not been passed on from primary school
Ongoing interventions: Boxing intervention	Bespoke sports interventions for students who have not engaged with their subjects. Coaches focus on behaviour and self-discipline.
Ongoing interventions: Greenhouse table tennis and basketball interventions	Bespoke sports interventions for students who have not engaged with their subjects. Coaches focus on numeracy and literacy alongside sport to develop students' understanding.
Ongoing interventions: Attendance intervention	All students to have 96% or above attendance so that they access all learning. Reports and intervention with Pastoral Manager.
Ongoing interventions: Mentoring	Minimal exclusions to occur for year 7s so that they access all learning. Mentoring focuses on behaviour and effort in lessons.
Maths and English Mastery Programmes Maths - year 7-9 English – year 7 (in first year 2018-19)	Teaching and learning focuses on repetition and mastery of the basics. Resources are bought and therefore consistently high quality. Support is given by Mastery advisors for an external point of view. Foundation resources are used with the lower attaining students to accelerate their progress in the basic skills.

How was it spent last year? The 2017-18 evaluation of spend is detailed below.

The money was used to support the academies Inclusion and Literacy strategies. Relevant sections of this strategy are highlighted below.

Action	Intended impact	Measured Impact
Early identification of students for intervention: All year 7s on entry are tested on unaided writing, spelling and numeracy alongside CATS test	Students who need support are identified, alongside their specific needs, and receive subsequent intervention.	<p>Of students who achieved lower than 100 in reading: 74% of students were achieving work graded 1-3 in GCSE levels by the end of the year.</p> <p>Of students who achieved lower than 100 in writing: 67% of students were achieving work graded 1-3 in GCSE levels by the end of the year.</p> <p>Of students who achieved lower than 100 in maths: 19% of students were achieving work</p>

		graded 1-3 in GCSE grades by the end of the year.
Early identification of students for intervention: All year 7s on entry complete a LASS and LUCID test	Students who need support are identified, alongside their specific needs, and receive subsequent intervention.	English and maths data (as above) Reading ages: 50% of students with a reading age below 7, made over 1 year of progress in the 9 months between RA tests
Early interventions for students: Identify students from the testing results to form a provisional SEND register, from which the students receive intervention in mornings and in lesson where needed Morning intervention – Lexia EAL withdrawal	Students make rapid progress in reading ages and English and maths grades as a result of the intervention	English and maths data (as above) 17 students in the year group took part in Lexia: <ul style="list-style-type: none"> - 59% of students made at least one year of progress - 12% of students made 3 years of progress
Early interventions: LSAs attached to year group (3 EHCP students plus overview of needs of the year group)	Support students in need of Support students with transition issues. Identify any specific needs that have not been passed on from primary school	English and maths data (as above)
Ongoing interventions: Greenhouse table tennis and basketball interventions	Bespoke sports interventions for students who have not engaged with their subjects. Coaches focus on numeracy and literacy alongside sport to develop students' understanding.	Behaviour analysis shows decrease in fixed term inclusions
Ongoing interventions: Mentoring	Minimal exclusions to occur for year 7s so that they access all learning. Mentoring focuses on behaviour and effort in lessons.	Behaviour analysis shows decrease in fixed term inclusions
Maths Mastery Programmes Maths - year 7-9	Teaching and learning focuses on repetition and mastery of the basics. Resources are bought and therefore consistently high quality. Support is given by Mastery advisors for an external point of view. Foundation resources are used with the lower attaining students to accelerate their progress in the basic skills.	Pre-tests and post-tests in maths demonstrate significant improvements in most cases. Data reporting systems have been adapted to respond to this in academic year 2018-19.