



Year 7 Catch Up Funding 2018-19

School	Goldington Academy
Academic Year	2018-19
No. of pupils in Year 7	179
Total Y7 Catch-up funding	£12,619 (+ £3000 carried forward)

Current Attainment

The table below shows the percentage of students working at the expected standard.

	2016	2017	2018
Reading	64%	70%	72%
Writing	81%	78%	75%
Grammar, punctuation & spelling	82%	81%	75%
Maths	68%	71%	70%
Reading, writing & maths	56%	58%	58%

Year 7

52 students didn't achieve the expected standard in maths in their KS2 SATs 2018 (including students that joined us during Year 7)

49 students didn't achieve the expected standard in reading in their KS2 SATs 2018 (including students that joined us during Year 7)

Year 8

40 students didn't achieve the expected standard in maths in their KS2 SATs 2017 (including students that joined us during Year 7 & 8)

41 students didn't achieve the expected standard in reading in their KS2 SATs 2017 (including students that joined us during Year 7 & 8)

Barriers to future attainment	
1.	33% of the students that didn't reach the expected standard in reading in 2018 are students with special educational needs
2.	27% of the students that didn't reach the expected standard in maths in 2018 are students with special educational needs
3.	Poor reading skills will be a barrier to future learning not only in English and maths but across the whole of the secondary curriculum
4.	Poor maths skills will be a barrier to students future attainment in maths (and other GCSE subjects such as science)
5.	Low self-esteem and confidence may be a limiting factor in future success
6.	10% of students in 2018 have a mean CATs score of 85 or less which indicates that they have a low cognitive ability and that therefore there is the possibility that their attainment will ever rise above 'low'.

Desired Outcomes		
Outcome		Success Criteria
A	Improved reading skills (Y7)	Greater percentage of the students that didn't meet the national standard in Year 6 in reading achieving age related expectations in reading at the end of year 7
B	Improved maths skills (Y7)	Greater percentage of students that didn't meet the national standard in Year 6 in reading achieving age related expectations in maths at the end of year 7
C	Improved confidence and self-esteem (Y7 & 8)	Students that didn't achieve the expected standard in reading and/or maths feeling more confident and having higher self-esteem following interventions
D	Improved reading skills (Y8 – carried over funding)	Increased number of Y8 students working at age related expectations when compared to the end of Y7 for those students that did not meet the national standard at the end of KS2 in reading.
E	Improved maths skills (Y8 – carried over funding)	Increased number of Y8 students working at age related expectations when compared to the end of Y7 for those students that did not meet the national standard at the end of KS2 in maths.

Planned Expenditure					
Desired outcome	Approach	How it will be implemented?	Staff lead	When will it be reviewed?	Cost
A, B, C, D, E	Head of English and maths departments (plus seconds in department) to intervene with key pupils	Key pupils identified to work with teachers during morning registration	HB/KJ	Periodically throughout the year and July 2019	£7000
A, B, C, D, E	External tutors employed to work with carefully selected students	Students for intervention identified and timetable for intervention teachers	ST	Periodically throughout the year and July 2019	£6000

		produced where students are withdrawn on a weekly basis for 10 week blocks to completed targeted programmes of work	KJ/HB		
A, B, C	Small group work with Learning Support assistants	Small group work with LSAs focusing on key English and maths skills	SR	Periodically throughout the year and July 2019	£2000
B	Purchase of CGP maths catch-up resources	CGP maths catch-up resources to be used in intervention sessions	KJ	Periodically throughout the year and July 2019	£80
Total Cost					£15800

Review of expenditure				
Desired outcome	Approach	Estimated Impact	Lessons learned	Cost
Improved reading skills (Y7 & 8)	Key pupils identified to work with teachers during morning registration	Year 7 - 22 of the 49 students that did not meet the expected standard in Y6 are now working at 7S- or above (age related expectations. 71% are now only one fine grade away from working at age related expectations.	Student's confidence grew from attending the intervention session and this had a positive impact on their work in the classroom on a day- to-day basis. Students sometimes forgot to attend the sessions and this meant that time could be wasted while they were located.	£3500
	Students for intervention identified and timetable for intervention teachers produced where students are withdrawn on a weekly basis for 10 week blocks to completed targeted programmes of work	Year 8 – Of the 41 students that did not meet the national standard at the end of KS2, 63% are now working at 8S- or above (age related expectations) compared to 50% at the end of Y7; and 71% are now working within one fine grade.	Positive feedback from the tutor and the students on the success of these sessions. Teachers saw students performing better in the classroom. Some students disliked being withdrawn from their "favourite" lessons to attend the intervention.	£2950
	Weakest students working with Learning Support Assistants on a 1-		Positive feedback from the LSAs and the students on the success	£1000

	1 or small group basis to address basic literacy skills. Strategies used included – Lexia, Dyslexia intervention (esp. spelling), memory strategies.		of these sessions. However, as these students are very weak further interventions will be required in the future.	
Improved maths skills (Y7 & Y8)	Key pupils identified to work with teachers during morning registration	Year 7 – 20 out of the 52 students that did not meet the expected standard in Y6 are now working at 7S- or above (age related expectations. 63% are now only one fine grade away from working at age related expectations. Year 8 – Of the 40 students that did not meet the national standard at the end of KS2, 38% are now working at 7S- or above (age related expectations) compared to 15% at the end of Y7; and 70% are now working within one fine grade compared to 38% at the end of Y7.	Student’s confidence grew from attending the intervention session and this had a positive impact on their work in the classroom on a day- to-day basis. Students sometimes forgot to attend the sessions and this meant that time could be wasted while they were located.	£3500
	Students for intervention identified and timetable for intervention teachers produced where students are withdrawn on a weekly basis for 10 week blocks to completed targeted programmes of work, including using CGP books		Positive feedback from the tutor and the students on the success of these sessions. Teachers saw students performing better in the classroom. Some students disliked being withdrawn from their “favourite” lessons to attend the intervention.	£2940
	Weakest students working with Learning Support Assistants on a 1-1 or small group basis to address basic numeracy skills. Strategies used included – Power of 2, CGP catch-up books.		Positive feedback from the LSAs and the students on the success of these sessions. However, as these students are very weak further interventions will be required in the future.	£1040
			Total Cost	£14930

Additional detail

Example of feedback from external tutors:

Name: XXXXXX	Attendance: 9/10 sessions
Week 1 Reading Test: 2/7	Week 10 Reading Test: 5/7

Progress Summary

XXXXX has a tendency to allow her focus to 'drift/switch off', but once focused she is able to engage with a text enthusiastically and use her reading tools (of which she is particularly fond and asked to keep the cardboard copies!) to help unlock its meaning. Her inference skills are developing well and she is able to locate relevant evidence to support her ideas, but must remember to always use quotation marks. She has made some great contributions to group discussions and is able to discuss issues sensibly.

Areas for Further Development:

- To develop her inferences more fully.
- SPaG: whilst her use of capitals to start sentences and for proper nouns has improved, it still needs constant revision.