



Year 7 Catch Up Funding 2019-20

School	Goldington Academy
Academic Year	2019-20 (March 2019 income)
No. of pupils in Year 7	164 (Sept 2019)
Total Y7 Catch-up funding	£12,619 (+ £3000 carried forward = £15,619)

Current Attainment

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

	2017	2018	2019
Reading	70%	72%	75%
Writing	78%	75%	72%
Grammar, punctuation & spelling	81%	75%	81%
Maths	71%	70%	78%
Reading, writing & maths	58%	58%	61%

NB – Figures for 2019 are an accumulation of GAs previous Year 6 students alongside the 96 students that joined at the start of Year 7. For the 96 students already at GA the percentage of students achieving age related expectations in reading was 84% and in maths 90%. We will therefore be using Catch Up funding to support Y7 students that are new to the school.

Year 7

36 students didn't achieve the expected standard in maths in their KS2 SATs 2019 (including students that joined us at the start of Year 7)

41 students didn't achieve the expected standard in reading in their KS2 SATs 2019 (including students that joined us at the start of Year 7)

Year 8

52 students didn't achieve the expected standard in maths in their KS2 SATs 2018 (including students that joined us during Year 7 & 8)

47 students didn't achieve the expected standard in reading in their KS2 SATs 2018 (including students that joined us during Year 7 & 8)

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Barriers to future attainment	
1.	27% of the students that didn't reach the expected standard in reading in 2018 are students with special educational needs
2.	24% of the students that didn't reach the expected standard in maths in 2018 are students with special educational needs
3.	27% of the students that didn't reach the expected standard in reading in 2019 are students with special educational needs
4.	27% of the students that didn't reach the expected standard in maths in 2019 are students with special educational needs
5.	Poor reading skills will be a barrier to future learning not only in English and maths but across the whole of the secondary curriculum
6.	Poor maths skills will be a barrier to students future attainment in maths (and other GCSE subjects such as science)
7.	Low self-esteem and confidence may be a limiting factor in future success

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	Key pupils identified to work with teachers during morning registration	HT/KJ/GW/CH/CT	Periodically throughout the year and July 2020	£4700

	department) to intervene with key pupils				
A, B, C, D, E	External tutors employed to work with carefully selected students	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	ST KJ/HT/CH	Periodically throughout the year and July 2020	£6000
A, B, C, D, E	Small group work with SEN assistants	SEN pupils identified to work with LSAs during morning registrations and after school to develop different aspects of literacy	SR	Periodically throughout the year and July 2020	£3000
A, C, D	Peer support with reading	Key pupils identified to work with older students in registration time to develop their reading skills	CC	Periodically throughout the year and July 2020	£300 (to fund initial set up and monitoring)
B, C	Peer support with maths	Key pupils identified to work with older students in registration time to develop their maths skills	KJ	Periodically throughout the year and July 2020	£1000
B, C	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 2020	£60
				Total Cost	£15600

Review of expenditure				
Desired outcome	Approach	Estimated Impact	Lessons learned	Cost
Improved reading skills in Y7 & 8	Weakest students working with Learning Support Assistants on a 1-1 or small group basis to address basic literacy skills. Strategies used included – Lexia, Dyslexia intervention (esp. spelling), memory strategies.	<p>Year 7 - Of the students that did not meet the expected standard at the end of Year 6, 7% are now working at 7S- or above (age related expectations). 27% are now only one fine grade away from working at age related expectations. 7 (NB - we lost a term of interventions due to the school closure/COVID-19). . All but 2 student out of the 41 students were predicted to have achieved their target at the end of Year 7 (based of Spring TAs) which would have resulted in 59% of students working at age related expectations or above.</p> <p>Year 8 – Of the 47 students that did not meet the national standard at the end of KS2, 15% are now working at 8S- or above (age related expectations) and 35% are now working within one fine grade; with 78% within a whole grade. (NB - we lost a term of interventions due to the school closure/COVID-19). Additionally, of those students that had a scaled score of below 90 at the end of KS2, 42% are now working at 8D- and above. All but 1 student out of the 47 students were predicted to have achieved their target at the end of Year</p>	<p>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.</p>	£3913

		8 (based of Spring TAs) which would have resulted in 55% of students working at age related expectations or above.		
Improved maths skills in Y7 & Y8	Key pupils identified to work with teachers during morning registration	Year 7 – Unfortunately, none of the students that were below the national standard at the end of Year 6 are working at 7S- or above, age related expectations in Year 7 (NB - we lost a term of interventions due to the school closure/COVID-19). However, 28% are now only one grade away from working at age related expectations. Additionally, of the 11 students that had a KS2 scaled score of below 90, 45% students are now working at 7D- or above, therefore making quick and sustained progress towards age related expectations. All but 4 students out of the 36 students were predicted to have achieved their target at the end of Year 7 (based of Spring TAs) which would have resulted in 44% of students working at age related expectations or above.	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.	£3000
	Key pupils identified to work with older students during morning registration to develop basic number skills, particularly fractions, decimals and percentages, using CGP books	Year 8 – Of the 52 students that did not meet the national standard at the end of KS2, 4% are now working at 8S- or above (age related expectations); and 27% are now working within one fine grade and 69% within one whole grade.	Positive feedback from the tutor and the students on the success of these sessions. They enjoyed being mentored by their peers, which resulted in raised self-esteem and self-confidence. They also formed positive relationships with the older students.	£80 (for CGP books) £1000 for staffing

		Again, it is important to note that we lost a term of interventions due to the school closure/COVID-19. We had also planned to increase the number of interventions for these students once the Y11 students had started their exams.		
			Total Cost	£7993

Additional detail

- Two key factors impacted the use of Y7 catch up funding in the academic year 2019-20. Firstly, the member of staff with overall leadership responsibility for the Y7 catch-up funding was absent for four months. Secondly, the coronavirus pandemic closed schools from 23 March 2020 until September 2020. Any unused funds will be carried forward into the academic year 2020-21 will be used effectively and efficiently to ensure rapid and sustained progress for those students that are entitled to it.