

Year 7 Catch Up spending at Churchill School 2016-17

In 2013, the Government introduced the Year 7 Catch-Up Fund. The purpose of this is to enable all schools with secondary age pupils to help support all students who did not achieve the expected standard in the Key Stage 2 National Curriculum (SATs) tests in English and/or mathematics. Therefore, during 2016-17, schools received £500 for each Year 7 student who has not attained the expected standard in English and/or mathematics (maximum £500 per pupil) at Key Stage 2 National Curriculum tests.

Our approach

In line with the rationale set out by the Department for Education, Churchill School aims to support our disadvantaged students through targeted intervention and whole school initiatives both academic and pastoral. We believe that all pupils should leave our school as successful learners, confident individuals and responsible citizens. Key to this is that all pupils have both an entitlement and a requirement to make accelerated progress from KS2-4 through outstanding teaching over time.

What will the funding be spent on in 2016-17?

In 2016-17, Churchill school was in receipt of a Literacy and Numeracy Catch Up Grant of £5,500 for 11 eligible pupils. The money was primarily used to fund targeted interventions for Mathematics and English and to accelerate progress. The development of enhanced self-esteem was also targeted in order that pupils were able to access learning.

How will the impact be measured?

The impact of these interventions could only meaningfully be measured through looking at how well our pupils met the schools aspirational targets of achieving at least good progress in Year 7 in English and mathematics and how their self-esteem was enhanced by their ability to succeed.

Action Plan					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?			
To improve literacy skills in year 7.	Contribution to the staffing costs to provide targeted intervention groups in English.	An additional teacher was employed to work across the school five days a week. This enabled team teaching and accelerated intervention groups to take place regularly.			
		Progress in literacy			
		Outstanding	1 pupil	13%	Speaking and Listening
		Good	6 pupils	75%	
		Satisfactory	0 pupils	0%	
		Unsatisfactory	1 pupil	13%	
		Outstanding	3 pupils	38%	Reading
		Good	3 pupils	38%	
		Satisfactory	2 pupils	25%	
		Unsatisfactory	0 pupils	0%	
		Outstanding	3 pupils	38%	Writing
		Good	4 pupils	50%	
		Satisfactory	1 pupil	12%	
Unsatisfactory	0 pupils	0%			

			£2,804.4
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	
To develop maths skills in year 7 and accelerate progress.	Contribution to the staffing costs to provide targeted intervention groups in English.	<p>The school gained matched funding to train staff to deliver Math's Catch up, a recognised intervention.</p> <p>Maths Catch up was delivered to identified students and the impact was that all made outstanding progress. Maths Catch was very effective in filling in gaps in children's knowledge and is a sustainable model which can be delivered to other pupils in year 7 in future years but could also be used with students in other year groups.</p>	
			£1,197.50
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	
Self-esteem and confidence improve	Be the Best You Can Be	<p>The school purchased Be the Best you can be. This aims to help young people to take more control of their lives. The programme is based on the idea that a key to unlocking these attributes is through the power of attentive empathic listening and generating ownership through effective questioning (known in business as GROW model 'Coaching')</p> <p>The "Be the Best you can Be" programme was launched in January 2017. Pupils were visited by a Paralympian and each teacher identified the relevant unit to use with their students. Observations of PSHE sessions enabled staff to see how this had impacted positively with students willingly engaging in relevant discussions. Annotations in pupil's records illustrated how they are able to apply skills learnt in sessions such as the increased ability to self-regulate and to ask when unsure.</p>	
			£1,498