

Year 7 Catch Up spending at Churchill School 2017-18

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 at least the expected standard in the Key Stage 2 National Curriculum (SATs) tests in grammar, punctuation and spelling, reading and/or mathematics. Therefore, during 2017-18, schools should receive £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 interventions 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 2017-18?

In 2017-18, Churchill school expects to be in receipt of a projected Literacy and Numeracy Catch Up Grant of £5,500 for 11 eligible pupils. The money will primarily be used to fund interventions for Mathematics and English and to accelerate progress. The development of enhanced self-esteem will also be targeted in order that pupils are able to access learning.

How will the impact be measured?

The impact of these interventions can only meaningfully be measured through looking at how well our pupils meet the school's aspirational targets of achieving at least good progress in Year 7 in English and Mathematics and how their self-esteem is enhanced by their ability to succeed.

Action Plan					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?			
For all students in year 7 to make at least good progress in speaking and listening, reading and writing.	Contribution to the staffing costs to provide targeted intervention groups in English.	An additional teacher has been employed to work across the school four days a week. This will enable team teaching and accelerated intervention groups to take place. Interventions planned include:			
		<ul style="list-style-type: none"> • Active Literacy • Speed up Handwriting • Rapid Reading 			
		Progress in literacy			
		Outstanding	5 pupils	35%	Speaking and Listening
		Good	6 pupils	42%	
		Satisfactory	0 pupils	0%	
		Unsatisfactory	3 pupils	21%	
		Outstanding	7 pupils	49%	Reading
		Good	5 pupils	35%	
		Satisfactory	0 pupils	0%	
		Unsatisfactory	2 pupils	14%	
		Outstanding	4 pupils	28%	Writing
		Good	4 pupils	28%	
Satisfactory	2 pupils	14%			
Unsatisfactory	4 pupils	28%			
				£3,037	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
<p>Maths skills are accelerated for all year 7 pupils so they make at least good progress.</p>	<p>Contribution to the staffing costs to provide targeted intervention groups in maths.</p>	<p>Maths Catch Up will be delivered to identified pupils.</p> <p>Maths Catch Up was delivered to those students discussed at Pupil Progress Meeting and identified through the school's assessment systems. Maths Catch Up has assisted students with a range of mathematical concepts including estimation, word problems and factual recall. Students have been observed in class being more confident and motivated e.g. through their willingness to volunteer contributions. Pupils who have received Maths Catch Up have also increased their ability to work with greater independence.</p> <p>100% of pupils who engaged with Maths Catch Up made good or better progress.</p>
		£900
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?
<p>Mental Health and well-being is supported through the development of appropriate skills and strategies.</p>	<p>Contribution to staffing costs and development of appropriate resources.</p>	<p>The Pupil Support Co-ordinator and the Family Liaison Officer will work alongside identified pupils supporting emotional health and well-being with appropriate resources. Targets will be incorporated into IEPs. Targets include:</p> <ul style="list-style-type: none"> • X will develop a greater understanding of his abilities and talents • X will learn and implement strategies to help him “close” an issue <p>Work will be supervised by the Educational Psychologist,</p> <p>Impact statements produced by the Pupil Support Co-ordinator and Family Liaison Officer evidence the progress that pupils have made. Many pupils have made significant progress e.g. they are more able to remain in class, respond in an appropriate way to the comments of others and maintain an improved outlook, all essential to their engagement in learning.</p>
		£1,563