

Year 7 Catch Up spending at Churchill School 2018-19

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 2018-19, schools received funding for each Year 7 student who had not attained the expected standard in English and/or mathematics 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 was the funding be spent on in 2018-19?

In 2018-19, Churchill school was in receipt of a projected Literacy and Numeracy Catch up Grant of £3,000 for 12 eligible pupils. The money was primarily used to fund interventions for Mathematics and English and to accelerate progress. The development of enhanced self-esteem was also targeted in order that pupils are 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?																																				
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.	<p>An additional teacher was employed to work across the school four days a week. This enabled team teaching and accelerated intervention groups to take place. Interventions planned included:</p> <ul style="list-style-type: none"> • Active Literacy • Speed up Handwriting • Rapid Reading <p>Progress in literacy</p> <table border="1" data-bbox="642 518 1229 683"> <tr> <td>Above Expected</td> <td>9 pupils</td> <td>77%</td> </tr> <tr> <td>Expected</td> <td>9 pupils</td> <td>11%</td> </tr> <tr> <td>Below Expected</td> <td>9 pupils</td> <td>11%</td> </tr> <tr> <td>Well Below Expected</td> <td>9 pupils</td> <td>0%</td> </tr> </table> <p>Speaking and Listening</p> <table border="1" data-bbox="642 735 1229 900"> <tr> <td>Above Expected</td> <td>9 pupils</td> <td>33%</td> </tr> <tr> <td>Expected</td> <td>9 pupils</td> <td>55%</td> </tr> <tr> <td>Below Expected</td> <td>9 pupils</td> <td>11%</td> </tr> <tr> <td>Well Below Expected</td> <td>9 pupils</td> <td>0%</td> </tr> </table> <p>Reading</p> <table border="1" data-bbox="642 962 1229 1126"> <tr> <td>Above Expected</td> <td>9 pupils</td> <td>66%</td> </tr> <tr> <td>Expected</td> <td>9 pupils</td> <td>22%</td> </tr> <tr> <td>Below Expected</td> <td>9 pupils</td> <td>11%</td> </tr> <tr> <td>Well Below Expected</td> <td>9 pupils</td> <td>0%</td> </tr> </table> <p>Writing</p>	Above Expected	9 pupils	77%	Expected	9 pupils	11%	Below Expected	9 pupils	11%	Well Below Expected	9 pupils	0%	Above Expected	9 pupils	33%	Expected	9 pupils	55%	Below Expected	9 pupils	11%	Well Below Expected	9 pupils	0%	Above Expected	9 pupils	66%	Expected	9 pupils	22%	Below Expected	9 pupils	11%	Well Below Expected	9 pupils	0%
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			£1,575.10
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Maths skills Are accelerated for all year 7 pupils so they make at least good progress.	Contribution to the staffing costs to provide targeted intervention groups in maths.	<p>Maths Catch up was delivered to identified pupils.</p> <p>Maths Catch Up and additionally Precision Teaching was delivered to those students discussed at Pupil Progress Meeting and identified through the school's assessment systems. Maths Catch Up and Precision Teaching has assisted students with a range of mathematical concepts including estimation, word problems and factual recall such as times tables facts. 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 and Precision Teaching have also increased their ability to work with greater independence.</p> <p>50% of pupils who engaged with Maths Catch Up and Precision Teaching made good or better progress.</p>	
			£472.50
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	
Mental Health and well-being is supported through the development of appropriate skills and strategies.	Contribution to staffing costs and development of appropriate resources.	<p>The Pupil Support Co-ordinator and the Family Liaison Officer worked alongside identified pupils supporting emotional health and well-being with appropriate resources. Targets were incorporated into IEP's. Targets included:</p> <ul style="list-style-type: none"> • To develop the skills needed to discuss a problem with an identified adult • To develop some self-management strategies to help manage his anxieties. <p>Work will be supervised by the educational psychologist. (These interventions are vital when ensuring pupils are able to access the taught curriculum e.g. extreme anxiety often prevents access to the lesson or more extremely to the classroom)</p> <p>Impact statements produced by the Pupil Support Co-ordinator and Family Liaison Officer evidence the progress that pupils have made from baseline assessments to end of intervention assessments. 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. Parents also report on the progress made.</p>	
			£952.40