

Year 7 Catch Up spending at Churchill School 2019-20

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 should receive funding for each Year 7 student who has 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 will the funding be spent on in 2019-20?

In 2019-20, Churchill school expects be in receipt of a projected Literacy and Numeracy Catch up Grant of £3,000 for 12 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 schools 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"> • Speed up Handwriting • Rapid Reading • Beat Dyslexia • Fresh Start 													
		Progress in literacy													
		<table border="1"> <tr> <td>Above Expected</td> <td>3 pupils</td> <td>37.5%</td> </tr> <tr> <td>Expected</td> <td>5 pupils</td> <td>62.5%</td> </tr> <tr> <td>Below Expected</td> <td>0 pupils</td> <td>0%</td> </tr> <tr> <td>Well Below Expected</td> <td>0 pupils</td> <td>0 %</td> </tr> </table>	Above Expected	3 pupils	37.5%	Expected	5 pupils	62.5%	Below Expected	0 pupils	0%	Well Below Expected	0 pupils	0 %	Speaking and Listening
		Above Expected	3 pupils	37.5%											
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		<table border="1"> <tr> <td>Above Expected</td> <td>1 pupils</td> <td>0%</td> </tr> <tr> <td>Expected</td> <td>6 pupils</td> <td>75%</td> </tr> <tr> <td>Below Expected</td> <td>1 pupils</td> <td>12.5%</td> </tr> <tr> <td>Well Below Expected</td> <td>0 pupils</td> <td>0%</td> </tr> </table>	Above Expected	1 pupils	0%	Expected	6 pupils	75%	Below Expected	1 pupils	12.5%	Well Below Expected	0 pupils	0%	Reading
		Above Expected	1 pupils	0%											
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		Above Expected	3 pupils	37.5%											
		Expected	4 pupils	50 %											
Below Expected	1 pupils	12.5%													
Well Below Expected	0 pupils	0%													
		£1,582.00													

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 and Precision teaching will be 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 improved their ability to work with greater independence. 60% of pupils who engaged with Maths Catch Up and Precision Teaching made expected or better than expected progress in maths.</p>
		£520.50
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 IEP's. Targets include:</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 including the use of the PASS (Pupils Attitude to Self and School) survey. Many pupils have made significant progress e.g. they are more able to remain in class, show increased engagement in their learning, respond in an appropriate way to the comments of others, develop and use strategies to manage anxiety, and understand and explain what Autism means to them. Parents also report on the progress made by pupils at home, socially, in their learning and in their confidence to try new things.</p>
		£897.50

