

Weavers Academy Catch-Up Funding - Report

Date: **2017-2018**

The catch up funding is additional funding for publicly funded schools in England to raise the attainment of students who arrive in year 7 not having reached age related expectations (ARE) in English and/or Mathematics, based on their KS2 scores. In year 7 (2017-18) almost 40% of students qualify for the funding grant. This is 10% less than previous years but as the year group is larger the actual number of students is similar. The aim is that all students will 'catch up' during year 7, however when this is not possible further provision will continue in year 8. Strategies for English and mathematics are led by TLR holders whose focus is to ensure rapid progress. Impact is monitored after each assessment.

Overriding principles

- raise aspirations, achievement and resilience of CUP students
- CUPS students should receive enhanced provision in English and mathematics
- Students to receive individualised and intensive literacy and numeracy support
- Staff will be aware of these students needs and feedback will ensure progress

Teacher focus

It is an expectation of all staff to know the CUP students in their classes. CUP students may require additional scaffolding or support to access text. Identification is on the class data sheets which is in the teachers class file. Annotations in books identify specific strategies to accelerate the learning and progress of CUP students based upon a forensic diagnosis of gaps in content.

Interim tracking

Whole school monitoring takes place at each data collection point. Action plans are developed with the CUP leads in English and mathematics. Class data sheets are specifically annotated to track progress and indicate how teachers' planning meet the needs of students entitled to CUP funding.

Monitoring

Progress is reviewed half-termly and informs the success of projects and future allocation of funding going forward. A review of the effectiveness of actions taken is completed by the CUP Lead and relevant Learning Leaders. The CUP lead reports to governors on the effectiveness of the ongoing action plan, outcomes and next steps.

Objectives

- Enhanced existing provision
- Intensive literacy and numeracy support
- Rapid, targeted interventions for those in greatest need to accelerate progress
- Informing and involving parents where appropriate

Data 2017-2018

Number of children who did not achieve at least a score of 100+ in English at KS 2	97
Number of children who did not achieve at least a score of 100+ in mathematics at KS 2	88

Feedback on Maths

Actions:

- New member of staff teaching 7a3 (previously taught by non-subject specialists)
- Increased support within maths CUPS lessons
- Tutor time small group focussed work on arithmetic skills
- Lessons planned to incorporate a skills based Do Now task
- Weekly break time club for students to use the timetable app or Hegarty Maths practice, or ask for help with homework tasks
- 7 CUPS students invited to Open school to ensure support and completion of maths homework tasks

In addition to this intensive work we have re-evaluated our assessment procedures with the support of an external Mathematics advisor who has worked across the Trust. Following learning walks and book looks, the advisor agreed that the Mathsmastery assessments were difficult for CUPS students to access and therefore difficult to grade, the grades we were giving were not an accurate reflection of their attainment. The data below is based on the same assessment method and grade boundaries as another school within the Trust and better reflects what was observed in students' books by the advisor and the Head of Maths.

Impact:

For example a student in 7a now has an experienced maths teacher, and an additional maths specialist in 6/8 lessons. They attend extra sessions on a Mon break time, Tue and Wed tutor time, after school Wed.

Further actions:

Summer 1 1to1 for students still not on track for ARE using personalised PiXL resources

Summer 2 Y11 gained time used to support small group skills based intervention

DCP data – Summer 2

Students making age expected attainment	Year 7 0= and above	Year 8 1= and above
English CUPs	94/94 100%	92/94 98%
Maths CUPs	80/88 91%	97/105 92%

Strategies and expenditure

The majority of expenditure provides additional staffing for literacy and numeracy interventions.

General strategies		
Strategy	Success criteria	Evaluation/Impact (Summer 2)
Appointment of a Year 7 and 8 Raising Standards Mentor to support the focus on good achievement and attitudes	Students are attending Lexia sessions, extra Maths at break and Open school following conversations with the RSM	100% of students accessing extra sessions
Appoint TLR holders within Mathematics and English with responsibility for CUPS	Staff in place with clear objectives for raising attainment and closing the gaps for CUP students	See above

Numeracy	Success criteria	Evaluation
KS2 trained teacher in mathematics to support learning and progress and students withdrawn for small group therapy on the basics	Tailored planning and intervention planned for those student eligible for support Key students receiving individualised support	Same as above –
Do Now tasks incorporated into all lessons to reinforce basic knowledge	Knowledge of basic skills supports the development of problem solving skills and therefore impacts on student progress Evidenced in books and lesson observations	Book look shows all groups have adopted this strategy and it had become common practise
Weekly break time extra maths session	Good attendance and student voice indicates positive attitudes to the subject	Students attending the intervention met age related expectations and were working in line with their peers – Evidenced above
Validation of assessment and feedback by external consultant	Assessment is rigorous and impacts on learning	Consultant suggested the use of SATS paper to assess lower grades in line with other Trust school DIRT used effectively to inform learning and planning PiXL Arithmetic resources including PLC to be used in term 6

Literacy	Success criteria	Evaluation/impact
Extensive work with Reading and Writing Assessments	External moderation validates student feedback Feedback given to students leads to improvements and the closing of gaps.	Feedback from the external moderator was positive saying feedback lead to improved learning (ADIP) Evidence above – Data – Summer term
Weekly one hour Lexia sessions	All students are progressing through the levels at least at the expected rate	Student report shows progress through levels is appropriate where attendance is good
Baseline writing tests used to determine effective provision	Data used to identify missing skills and appropriate therapy	Individualised plans in place Evidenced above – Data – Summer term
Staffing model allows for CUPS lessons to be supported by fully qualified subject specialist teachers	Support is in place for each group to enable individualised intervention	Evidence above – Data – Summer term
Timetabled reading sessions	Library lessons and reading during tutor time with a focus on particular texts to enable reading for meaning and pleasure	Weekly tutorial and library lessons Guided texts being read Student feedback shows engagement Students reading levels have improved

The impact and effectiveness of these strategies and expenditure will be ultimately be judged by the following:

- % of students achieving ARE by the end of year 7
- students not yet making ARE continue to make progress