

Year 7 'Catch up' funding for Literacy and Numeracy – SEN schools

1. Summary information					
School	Bower Grove School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2018-19	Total 'catch up' budget	£15,195	Date of most recent 'Catch up' Review	Nov 2018
Total number of pupils	33	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Oct 2019

1. Current attainment		
	English	Maths
Number of students who sat end of KS2 national tests in 2018 (achieving a minimum of Level 3).	0%	6% (Assuming level 3 means scaled score of 80 or more)
Number of students working below chronological age upon entering Year 7.	100%	97% (1 out of 31 assuming score of 100 or greater: one pupil gained 98, another 103)
Number of students with spelling age below chronological age	Tests to be completed in Mid-Nov 2018 (wk/c 12 th)	
Number of students with reading age below chronological age (September 2018)	30%	
Number of students with numeracy age below chronological age		Tests ongoing – completion by end of Nov

2. Planned expenditure					
Academic year		2018-19			
The two tables below enable schools to demonstrate how they are using the 'catch up funding' to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Standardised testing for numeracy attainment (fluency focus).	Deployment of Sandwell numeracy test annually. Testing carried out by LE/JD/LH.	Standardised testing is an additional data capture that enables staff to gain a wider, more accurate picture of a pupil's ability in Maths. It also identifies specific areas of strengths and areas for development, to aid transition. Furthermore, it acts as an additional strand of evidence of progress within the subject, allowing for appropriate intervention to be put in place if required.	Departmental planning for internal testing as part of the Year 7 curriculum in Term One. Improvement to analysis of results and subsequent feedback to staff in Key Stage meetings as appropriate.	ACr	Review of process/ outcomes in Term 2. Analysis of results and communication of findings in Term 2.
Standardised testing for numeracy attainment (conceptual understanding focus).	Trial of Comparative assessment (nationally standardised – nomoremarking.com) – term 1 and term 6 Testing carried out in lesson times and submitted for external comparative marking, moderation and statistical analysis	Standardised testing is an additional data capture that enables staff to gain a wider, more accurate picture of a pupil's ability in Maths. It also identifies specific areas of strengths and areas for development, to aid transition. Furthermore, it acts as an additional strand of evidence of progress within the subject, allowing for appropriate intervention to be put in place if required.	Departmental planning for internal testing as part of the Year 7 curriculum in Term One. Improvement to analysis of results and subsequent feedback to staff in Key Stage meetings as appropriate.	ACr	Review of process/ outcomes in Term 2 and then Term 6 Analysis of results and communication of findings in Term 2 and then Term 6

Standardised testing for literacy ability.	Deployment of Salford/TOWRE/ Phonics mapping reading test (bi-annual – Nov and June), in addition to Hast-2 spelling test (Term 2). Testing carried out by: Reading – NT Spelling – KI, JOS, BB	Standardised testing is an additional data capture that enables staff to gain a wider, more accurate picture of a pupil's ability in Literacy. It also identifies specific areas of strengths and areas for development, to aid transition. Furthermore, it acts as an additional strand of evidence of progress within the subject, allowing for appropriate intervention to be put in place if required.	Blocking of the timetable for set fortnight period for reading tests, biannually. Departmental planning for internal spelling test – Term 2. NT to assess reading age of casual admissions within appropriate timescale (JOS to liaise with class teachers and NT). JOS whole staff training on reading ages analysis.	JOS	Review of process for spelling in Term 1/2, and subsequent communication of findings. Review of process for reading in Term 2, and subsequent communication of findings.
Specialist LSA provision to support pupil achievement in Numeracy and Literacy.	Deployment of two literacy-specialist LSAs to support Year 7 lessons, in addition to tutor LSAs. NT/SJo deployed (7S/7W). Deployment of three Maths-specialist LSAs to support Year 7 lessons, in addition to tutor LSAs. TJ/LE/JD deployed (7S/7W).	Pupils performing below expected level of progress require small group/ 1:1 support in their learning, particularly those with SEN. These duties may include: prompting, scribing, repeating/ clarifying instructions, modelling, co-constructing, behavioural expectations etc. LSAs assist through emotional aid and academic support, helping pupils access the learning.	Timetabled LSA deployment in Year 7 classes. X4 lessons of Numeracy per week X4 lessons of Literacy per week (SJO absent for x1 lesson – Friday)	MC ACr JOS	Review Wave 1 deployment of LSA staff post-baseline assessment of new cohort. Review during timetabling process with MC in Feb-Apr 2019. Plan deployment for 2019-20.
Total budgeted cost					£12,629
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Targeted intervention for pupils performing below expected level of progress in Numeracy.	Identified students on a term-by-term basis. Intervention to be carried out over a minimum of 6 week/ maximum of 12 week period. Timetabled intervention, delivered by NI.	Pupils working below expected level of progress require extra support in small group or 1:1 setting. Research into intervention indicates extra Wave 3 intervention needs to run for an extended period of at least 6 weeks in order to make a significant impact.	Planned interventions based on data and progression, highlighting priority cases. Communication required for students to come out of other lessons across the curriculum. Liaison with KC re: progression mapping.	ACr	Termly/ cycle review. Completion of exit data documentation and analysis of progress at set data captures.
Targeted intervention for pupils performing below expected level of progress in Literacy.	Identified students on a term-by-term basis. Intervention to be carried out over a minimum of 6 week/ maximum of 12 week period. Timetabled intervention, delivered by NT. NT x2 periods a week allocated intervention time.	Pupils working below expected level of progress require extra support in small group or 1:1 setting. Research into intervention indicates extra Wave 3 intervention needs to run for an extended period of at least 6 weeks in order to make a significant impact.	Planned interventions based on data and progression, highlighting priority cases (identified in PPM meetings x3 p.a.) Communication required for students to come out of other lessons across the curriculum.	JOS	Termly/ cycle review. Completion of exit data documentation and analysis of progress at set data captures.
Total budgeted cost					£2,566

3. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Standardised testing for numeracy ability.	<p>Deployment of Sandwell numeracy test annually and AQA entry level testing for baseline of new entrants.</p> <p>Testing carried out by LE/NI (supporting).</p>	<p>Testing carried out as planned in Term 1.</p> <p>Scores were distributed to all Key Stage 3 and 4 staff to enable appropriate planning, resourcing and differentiation.</p> <p>Sandwell also triangulated with Pupil Asset framework to enhance use of assessment.</p> <p>Tests completed annually and analysis of results for Year 8 planned for Term 3/4 to enable comparison.</p>	<p>New system embedded with success in terms of logistics and information gleaned from results.</p> <p>Further work required on what to do with said outcomes in order to best support staff in delivering numeracy and supporting students in their learning.</p> <p>Initiative to be continued for forthcoming academic year (2018-19) and extended to include trialling comparative assessment materials.</p>	
Standardised testing for reading and spelling ability.	<p>Deployment of Salford/ TOWRE reading test and the HAST-2 spelling test.</p> <p>Testing carried out by KI/NI/NT.</p>	<p>All testing implemented as planned, bi-annually. Reading tested once in November and again, as a cross reference, in June. Spelling tests implemented in Term 2.</p> <p>Results were then communicated to all teaching staff to inform planning and resourcing. It allowed staff to differentiate as needed for individual students. Furthermore, it strengthened cross-curricular links between literacy and other subjects.</p> <p>Significant progress across the year: 86% of students made substantial jumps in their reading ages.</p>	<p>Reading/ spelling tests to be continued in 2018-19.</p> <p>KS1/2 staff raised concerns re: suitability of Salford Reading test for low ability pupils. NT and JOS to investigate phonics tests to check appropriateness for forthcoming academic year – e.g. matched up to the Soundwrite Phonics programme.</p>	

Specialist LSA provision to support pupil achievement in Numeracy.	Deployment of three numeracy-specialist LSAs to support Year 7 Maths lessons, in addition to tutor LSAs. TJ/LE/JD deployed (7N/7L).	Intensive support within Year 7 numeracy lessons allowed students to make good progress throughout the year, as indicated by the data progress captures. End of year data: 82.7% on or above expected level of progress on Pupil Asset.	Successful approach allowed for both academic and social development, particularly in helping external pupils to manage the transition to a new school. Saturated support to be continued in 2018-19 – 7S/7W/7B – staff permitting.	
Specialist LSA provision to support pupil achievement in Literacy.	Deployment of two literacy-specialist LSAs to support Year 7 lessons, in addition to tutor LSAs. NT/SJo deployed (7N/7L).	Intensive support within Year 7 literacy lessons allowed students to make good progress throughout the year, as indicated by the data progress captures. End of year data: 78% on target, 44% above overall target (x3 long term absentees make a substantially detrimental effect on the figures). Significant reading age progress as before mentioned: 86% made progress from November 2017- June 2018.	Successful approach allowed for both academic and social development, particularly in helping external pupils to manage the transition to a new school. Saturated support to be continued in 2017-18 – 7A/7W.	
Total Cost				£10,032
ii. Targeted support	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	

<p>Targeted intervention for pupils performing below expected level of progress in Numeracy.</p>	<p>Identified students on a term-by-term basis. Intervention to be carried out over a minimum of 6 week/ maximum of 12 week period.</p> <p>Timetabled intervention, delivered by NI/TJ/LE/LH.</p>	<p>3 x pupils received wave 3 support throughout the year (out of lesson time – Powers of Two or bespoke intervention plan);</p> <p>4x further pupils received wave 2 1:1 or small group support in lesson time</p> <p>82.7% made expected or better progress throughout year 7</p>	<p>Powers of Two intervention has been embedded in much of the school as an effective strategy to support low attaining learners develop fluency KS1 number skills. 4 LSAs have now been trained to run this intervention with plans to train more next year</p> <p>Approach embedded for 2017-18 – NI now taking on a more pro-active role with regards to identifying students performing below expected level of progress across the school. This needs to have a greater focus on specific year groups within 2018-19</p>	
<p>Targeted intervention for pupils performing below expected level of progress in Literacy.</p>	<p>Identified students on a term-by-term basis. Intervention to be carried out over a minimum of 6 week/ maximum of 12 week period.</p> <p>Timetabled intervention, delivered by KI/NT.</p>	<p>New intervention system put in place: entry and exit data, with personalised provision linked to skills from Pupil Asset data program.</p> <p>Interventions reviewed and carried out for Terms 1 and 2 successfully – x2 Year 7 students. Wave 2 intervention – 1:1 support provided.</p> <p>(100% of students made progress post-intervention from end of KS2 to Term 2) – 1 out of 2 students is currently –on target on P. Asset.</p> <p>Staff absence and adapted timetables impacted on amount of interventions that could take place in Terms 1 and 2 – limited provision in place.</p>	<p>Intervention continues to be challenging logistically, despite the enhancement in staffing. Issues that arose were:</p> <ul style="list-style-type: none"> - Staff used for cover on occasion, limiting available provision in place - Cross-curricular demands making it difficult for students to access intervention - Staff and student absence impacted on consistency of attendance - Reinforcement and transfer of new skills not consistent across the curriculum <p>Interventions to be refined, post-return of key personnel.</p>	
Total Cost				£1,824

1. Additional detail

- Recorded reading ages and numeracy from respective tests in Term One of 2017-18/ 2018-19 (TOWRE, Salford, Hast-2, Sandwell etc.)
- Baseline assessment for new Year 7 entrants, recorded on Pupil Asset (October capture).
- Analysis of progress for Year 7 students – PPM meetings record, three times annually.
- End of KS2 results (both external and internal recorded attainment).
- Progression mapping document – see KC.
- Exit data on individual department interventions.