



Hylands
TKAT

Year 7 Catch up funding - Closing the gaps for disadvantaged pupils

– Hylands School

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Aim:

- ***The aim of Hylands school is to completely remove the gap in attainment between pupils who arrive at below national expectations from KS2 (Historically, this was a group of pupils who arrived below Level 3) and students who entered the school at or above expected levels; by ensuring that they make exceptional progress throughout the school.***

Objectives:

- ***To ensure that identified students achieve in all subject areas at least in line with other students, and above the national averages of their peers.***
- ***To ensure that identified students have sufficient personalised additional pastoral support to allow them to achieve their potential.***

Overview of the school

Overview of the school 2015/2016	
Total number of pupils on roll	738
Total number of pupils eligible for catch-up funding	24
Total amount of received	£11,363
Overview of the school 2016/2017	
Total number of pupils on roll	776
Total number of pupils eligible for catch-up funding	24 (estimated)
Total amount of received	£11,363 (matched funding to previous year)

Focus	Barriers to learning	Desired outcomes	Success Criteria	Spend	Chosen Strategies	Evaluation of impact
Build Literacy and Numeracy as quickly as possible to allow pupils to catch –up their peers	Students identified who were below Level 4 in either English or Maths at the end of Key Stage 2 or in some cases both	Build Literacy and Numeracy as quickly as possible to allow pupils to catch – up their peers	Reading ages show an above expected progress change	The total funding was £11,363 for a total of 24	Additional hours of TA support for the weakest set in year 7	<p align="center"><u>Literacy Catch-Up</u></p> <p>Of 25 students starting below L4 in the English reading test 36% achieved in line with national expectations by the beginning of Year 8. This shows they had made better than expected progress from their starting points. Those that had not reached this point had all received very low scores in standardised tests at the beginning of the year and they are continuing to receive support through small group intervention organised by the PPC (Pupil Progress Co-ordinator)</p> <p><u>Provision impactful? Not fast enough progress made – need to review actions for next year.</u></p>
			Reading scores close the gap to national average scores		English focused TA always allocated to the weakest year 7 set for all maths lessons	
			Scores on the end of year exams in maths are in line with national average expected levels		Additional hours of TA support for the weakest set in year 7	<p align="center"><u>Numeracy catch up</u></p> <p>Of 51% students starting below L4 in mathematics L4 achieved in line with national expectations by the beginning of Year 8. This shows they had made better than expected progress from their starting points. 25% of these students also achieved higher than national expectations thus making significantly better progress from their starting points and they are continuing to receive support through small group intervention organised by the PPC.</p> <p><u>Provision impactful? Not fast enough progress made – need to review actions for next year.</u></p>
					Maths focused TA always allocated to the weakest year 7 set for all maths lessons	
					Maths teacher added to summer school	

Planned Impact, and spending 2016 – 2017

Focus	Barriers to learning	Desired outcomes	Success Criteria	Spend	Chosen Strategies	Evaluation of impact
Build Literacy and Numeracy as quickly as possible to allow pupils to catch –up their peers	Students identified who were below National expectations English or Maths at the end of Key Stage 2 or in some cases both	Build Literacy and Numeracy as quickly as possible to allow pupils to catch – up their peers	Reading ages show an above expected progress change	The total funding was £11,363 for a total of 24	£ 3000 to fund diagnostic testing on entry to Hylands to diagnose specific barriers to progress and apply appropriate support.	<p><u>Literacy:</u> Of the 24 students starting below L4 in English all achieved in line with national expectations by the beginning of Year 8. This shows they had made better than expected progress from their starting points. 33% of these students also achieved higher than national expectations thus making significantly better progress from their starting points and they are continuing to receive support through small group intervention organised by the PPC. Provision impactful. Good progress was made.</p> <p><u>Numeracy:</u> Of the 24 students starting below L4 in Mathematics 23 achieved in line with national expectations by the beginning of Year 8. This shows they had made better than expected progress from their starting points. 30% of these students also achieved higher than national expectations thus making significantly better progress from their starting points and they are continuing to receive support through small group intervention organised by the PPC. Provision impactful. Good progress was made.</p>
			Reading scores close the gap to national average scores		A teacher was employed specifically to teach a nurture group in year 7 (MS6)	
			Scores on the end of year exams in maths are in line with national average expected levels		The deployment of intervention tutors to work with students on a small group basis in numeracy and literacy. (15mins x 8TAs x 5 days)	
					Five days training x 18 TA's they could use Lexia, Corrective Reading, Word Attack, SNIP Spelling, Wellington Square Reading Programme, Catch-Up Reading, Reading Comprehension Cards, Headwork Reading Programme, Handwriting/Fine Motor Skills.	

Planned Impact, and spending 2017 – 2018

Focus	Barriers to learning	Desired outcomes	Success Criteria	Spend	Chosen Strategies	Evaluation of impact
Build Literacy and Numeracy as quickly as possible to allow pupils to catch –up their peers	Students identified who were below National expectations English or Maths at the end of Key Stage 2 or in some cases both	Build Literacy and Numeracy as quickly as possible to allow pupils to catch – up their peers	Reading ages show an above expected progress change	The total funding was £10,500 for a total of 22	£ 3000 to fund diagnostic testing on entry to Hylands to diagnose specific barriers to progress and apply appropriate support.	<u>Literacy:</u>
			Reading scores close the gap to national average scores		The deployment of intervention tutors to work with students on a small group basis in numeracy and literacy. (15mins x 8TAs x 5 days equivalent of one TA for 2 days every week.)	
			Scores on the end of year exams in maths are in line with national average expected levels		Accelerated Reader £1029.00 for forty pupils Accelerated mathematics £2184.00 for forty pupils.	<u>Numeracy:</u>