

### Year 7 Catch Up Funding 19/20

<b>Previous Academic Year 19-20</b>				
Total funding amount: £17895				
<b>Quality of teaching</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
Classroom Teaching	Classes support the needs of the students to help them progress in the subject.	Bespoke teaching groups were created to support learning, with a smaller setting for identified groups.	All students have been set as normal with additional intervention groups. All will be taught in standard lessons.	£500
Learning Support	Students are at age related expectations	Students are further supported both within the classroom and through small group intervention.	Learning support colleagues are deployed to support appropriate students within lessons.	£10500
<b>Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
R-Catch staffing and resources – EARLY MORNING INTERVENTION	Students are able to read more fluently and with confidence. They can explain what is being said within the text and what is being	The R-catch programme was successful this year with a focus on reading. Tracking progress against baseline – the baseline used is the	Identified areas of the weakness shared with teaching staff to further support students within the classroom.	£1750

	inferred.	KS2 SAT paper. A sample of students at the end of the year with the 2019 SAT paper to track progression.		
R-Catch staffing and resources	Students are able to read more fluently and understand more complex words.	Students vocabulary is enriched and expanded. This will support students to access the wider curriculum more effectively.	TA's will continue to support students in need. Teaching staff will be made aware of students needing additional support.	£1700
M-Catch staffing and resources CATCH-UP NUMERACY	Students are more confident in their maths skills overall, are able to work and answer questions at a higher level showing progression in their abilities	The implementation of the new intervention programme saw an increase in engagement. Those students who did attend, did so regularly. Numeracy intervention allowed students to work on key areas and we were pleased to see that students were accessing this resource at home to practice further. The programme allows you to improve and will adapt when students get questions incorrect.	For 2019-2020 we will be reviewing the location of the intervention to ensure we have a room that meets the needs of the programme at all times during the year. Working alongside the year team will ensure attendance is increased. Impact of the assessment has shown that when students are answering similar questions the impact has been minimal. Moving forward this type of progress tracking is	£3445

			<p>useful but the following changes will be made</p> <ul style="list-style-type: none"><li>• Students will be made aware of the upcoming assessments so they are prepared</li><li>• The assessment will take place in the first week of July</li></ul>	
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