

Year 7 catch up strategy / self- evaluation

1. Summary information			
School	The McAuley Catholic High School		
Academic Year	2019-20	Total catch up budget	£21,422

2. Qualifying factor for allocation of catch up funding

The literacy and numeracy catch-up premium gives schools additional funding from the Department of Education to support Year 7 pupils who did not achieve at least a scaled score of 100 in reading and/or mathematics at the end of Key Stage 2 (KS2). The aim of the funding is to close the gap on attainment with their peers.

	2019-20
Number students who were below age related expectation in English	70
Number students who were below age related expectation in maths	36
Number of these students who were below age related expectation in both English and maths	28

3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	To increase the proportion of those students with low prior attainment (below age related expectations) achieving age related expectations by the end of year 7.	Increase the number of LA students on track for target in English and Maths
B.	To close the gap in reading ages between students with low reading ages and their peers at Key Stage 3.	Increase the reading age of students who are below the expected standard in reading

4.Planned expenditure					
Academic year		2019-20			
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Provision for vocabulary/reading development in place. Literacy to be delivered across all subjects with additional support provided in year 7	Improved literacy levels in line with their peers. Increase the reading age of LA students who are below the expected standard	EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students. EEF toolkit suggests that students who receive: regular feedback as part of their learning can make +8 months and students using strategies which support reading and comprehension lead to +5 months impact	All actions taken use the EEFs guide to effective implementation. Reading partners, accelerated reader scheme, sharing of good practice across school in CPD sessions. Use of whole school literacy marking monitored through learning walks and work scrutiny. Increased feedback from teachers Use of SOLO vocabulary by staff and students. Curriculum focus on additional literacy and reciprocal reading.	HLTAs/FMA/CI/SLT	On going throughout the year.
Accelerated Reader.	This programme supports the assessment and improvement of students' reading age supporting their basic literacy skills.	The EEF find that reading comprehension works well when combined with collaborative- and peer-learning techniques.	Teachers agree goals to be achieved by pupil through independent reading	KYA, GCO	Half termly
Small group literacy tuition and one to one support with specialist teaching staff	Improved literacy levels in line with their peers. Increase the reading age of LA students who are below the expected standard	The EEF state that developing a model of tiered support, which increases in intensity in line with need is a promising approach.	Creating a coordinated system of support using evidence based interventions	KYA, GCO, FMA	Half termly
Small group numeracy tuition and one to one support with specialist teaching staff	Improved numeracy levels in line with their peers.	EEF Improving maths in KS2 and 3 provides eight recommendations related to numeracy.	Creating a coordinated system of support using evidence based interventions	MDA	Half termly

<p>Subject areas continue to plan reviewed curriculum to ensure high quality schemes of work and assessments are devised and sequenced in order to promote progress for all learners.</p>	<p>Planned progressive curriculum for 2020 in all subjects.</p>	<p>'A view of Progress' suggested by the evidence in research cognitive psychology, Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media. EEF toolkit suggests that students who receive: regular feedback as part of their learning can make +8 months, metacognition and self regulation +7 and collaborative learning +5 months.</p>	<p>Ensure high quality schemes of work and assessments are devised and sequenced in order to promote progress for all learners by monitoring and evaluation of the curriculum by the senior team, learning audits, learning walks, work scrutiny and department reviews.</p>	<p>NHE/AHTPs/SLT</p>	<p>Half termly</p>
<p>Total budgeted cost</p>					<p>£21,422</p>

5.Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Quality first teaching Small group literacy tuition and 1 to 1 support with specialist teaching staff	Improved literacy levels in line with their peers.	Of the 21 students who received additional small group tuition in the place of MFL, In SAR 3, 19/21 (90%) made expected progress In English, 1/21 (5%) made better than expected progress and 1/21 (5%) made less than expected progress In English.	68 students have been supported and assessed in literacy, 31 (46%) exit the program after reaching age related expectations in reading ages during the spring term. 21 students (31%) received additional small group tuition after the creation of a literacy intervention group and 16 students (24%) also continued with reading partners during registration. This approach will continue.	£12,000
Accelerated Reader and form time intervention	Increase the reading age of LA students who are below the expected standard	65% of students have shown an improvement in their reading ability. One student increased in reading age by two years, nine students improved by over a year, 8 students improved by a couple of months and 9 students remained the same reading age or showed no progress.	The form time Intervention and small group literacy support has proven to be effective, especially for our weakest students. E.g. one student started McAuley with a reading age of 7 and has now improved In reading age by over two years. Some of the students, who remained the same or made no progress, had low attendance or low motivation at the sessions and thereby reducing the amount of support they received. Students who made no progress are going to have dyslexia screening or visual stress tests to try to identify other possible barriers. This approach will continue.	£2,000
Small group numeracy tuition and 1 to 1 support with specialist teaching staff	Improved numeracy levels in line with their peers.	Of the 30 students who received small group tuition In the additional maths class, 29/30 (97%) made expected progress In maths In SAR 3 and 1/30 (3%) made better than expected progress.	All eligible year 7 students have accessed support during this academic year. 66 year 7 students were initially assessed in numeracy, 29 students (44%) have accessed additional support in 'Spring board' during registration time and 30 students (45%) also access small group intervention after the creation of an additional set 4 in maths. The remaining 28 of the 66 students (42%) were assessed as working at age related expectations and their progress was monitored within lessons. This approach will continue.	£7,192
Total budgeted cost				£21,192

Additional detail

