



Year 7 Catch Up

SLATED ROW SCHOOL

Nov 2019

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SLATED ROW SCHOOL | THE ASPIRE FEDERATION, MILTON KEYNES

Slated Row School
“Hope, Dignity & Respect”

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“Achievement, Success & Potential through Inspiration, Relationships & Education”

1. About 'Year 7 Catch Up'

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 pupils who did not achieve [the expected standard](#) in reading or maths at the end of key year 6.

2. Approach

The Assistant Headteacher (for which the year 7 pupils are within the department) works with the Curriculum Leaders for both English and Mathematics to plan intervention appropriate for the individuals and groups of children.

When making a judgement on the effectiveness of the approach we use the following taken from our assessment policy:

Judgements	At least met expectations	Exceeded Expectations
Outstanding progress	At least 80%	with at least 40%
Good Progress	At least 70%	with at least 35%

Due to the vast majority of our pupils struggling with transitions; year 7 intake and those in school moving department; we believe that good progress data shows effective use of the grant and outstanding being excellent use of the grant.

Process:

- Analyse Year 6 data from previous year & baseline information of year 7 pupils
- From the above identify pupils in need of intervention & put in place
- Review interventions & progress data termly (pupils maybe identified throughout)
- From reviews identify pupils for further support/intervention
- Evaluate use of grant at the end of the year.

A communication TA is employed as additional support across the Structured and Sensory classes in Key Stage 3. Support is given through interventions or additional support in class.

The use of expert teachers and HLTAs; additional teaching hours sourced; enables more formal subject interventions.

3. Income & spend

2019/20 income from grant = £8,500

3 hours (based on 1 hour interventions with ½ hour planning and preparation) of expert teacher is assigned for year 7s costing £5,130 over a year period.

1 ½ hour per week of a HLTA assigned to year 7s costing £1,368.

Communication TA at 1 hour per day (minimum used for year 7 pupils, full time in three class of KS3 pupils) £3,800.

Total spend for 2019/20 = £10,298

2018/19 income from grant = £10,500

6 hours (based on 1 hour interventions with ½ hour planning and preparation) of expert teacher is assigned for year 7s costing £10,260 over a year period.

Communication TA at 1 hour per day (minimum used for year 7 pupils, full time in three class of KS3 pupils) £3,800.

Total spend for 2019/20 = £14,060

4. Data analysis for current year 7

Data from year 6 of current year 7 pupils showed one pupil (Pupil A) not making the schools expected progress. The pupil has Downs Syndrome and has struggled to pick up phonics and develop speech. This points to a right hemisphere bias.

Baselines for 2019/20 have identified one additional pupil for intervention (Pupil B).

Other pupils in year 7 have been identified for social and emotional support, which will enable them to access the curriculum better.

5. Interventions

Interventions & support for 2019/20:

- Communication TA; supported by therapy team; to give additional support to pupil A within the class setting. Activities need to be repetitious and using concrete objects.
- Pupil B has a weekly 1:1 intervention with expert teacher in Mathematics.
- Small group self-esteem intervention by HLTA.
- Small group social communication intervention by HLTA.

6. Impact

The following are tables showing the progress outcomes for year 7 pupils in English and Maths, since the last Ofsted inspection.

Table for 2018/19

Percentage of pupils who have ...					
Cohort	Subject	Cohort size	... not met expected progress	... at least met expected progress	... exceeded expected progress
Year 7	English	20	5%	95%	90%
	Maths		5%	95%	90%

The student who did not make expected progress displayed masking strategies through her talkative nature and apparent confidence on arrival to SRS (LH), leading to initial inaccurate baselines.

7. Evaluation

We believe that the additional funding for 'Year 7 catch up' in English and Mathematics is used to excellent results because:

- in 2018/19 all but one year 7 pupil (5%) made the schools expectations in both English and Mathematics.
- 90% (18 of 20) of pupils exceeded the school's expectations in 2018/19.
- Only one pupil in year 7 did not make expected progress

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