

Year 7 Catch-up strategy statement

1. Summary information					
School	Alder Grange School				
Academic Year	17-18	Year 7 catch-up budget (Y7CUF)	£ 10,500	Date of most recent Year 7 catch-up Review	March 2017
Total number of pupils	884	Number of pupils eligible for Y7CUF	45	Date for next internal review of this strategy	June 18

2. Barriers to future attainment (for pupils eligible for Y7CUF)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A	Levels of literacy on entry in Y7 for Y7CUF are lower than for other pupils, especially for writing, reading (boys), grammar (girls), which prevents them from making good progress in KS3.
B	Levels of maths mental arithmetic skills on entry in Y7 are lower for Y7CUF students than for other pupils, which reduces progress in maths in Y7.
3. Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A	Improved levels of literacy, measured by increasing the proportion of pupils making expected progress in English in KS3.
B	Improved levels of fluency and accuracy in mathematical calculations, measured by increasing the proportion of pupils making expected progress in maths in Year 7.
	Pupils eligible for Y7CUF in KS3 make more progress by the end of the year than 'other' pupils so that a greater proportion meet expected targets than 'other' pupils. This will be evidenced using Grade Collection assessments in each half term.
	Pupils eligible for Y7CUF in Year 7 make more progress by the end of the year than 'other' pupils so that a greater proportion meet expected targets than 'other' pupils. This will be evidenced using Grade Collection assessments in each half term.

4. Planned expenditure					
Academic year		2017/2018			
The headings below enable schools to demonstrate how they are using the Y7CUF to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Targeted support					
Desired outcome	Chosen action / approach	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 of additional literacy-based curriculum groups in year 7-9	Some students need intensive literacy work to enable them to develop the necessary skills to be able to fully access the school curriculum. Providing a 50% literacy- based curriculum for these students in Year 7, with further sessions in years 8 and 9 enables specific interventions to take place.	The interventions are matched to individual need using data from KS2 (including QLA where available). Areas of weakness are targeted and supported using IDL, a programme which has been independently evaluated and shown to be effective in other schools.	KL	Jan 18, July 18 and via Inclusion List £10,500

A, B	Provision of dedicated subject based TAs	Some students need intensive withdrawal work to enable them to develop the necessary skills to be able to fully access the school curriculum. Providing dedicated subject specific Teaching Assistants for these students in all years enables specific interventions to take place. Evidence from the EEF toolkit suggests that TAs can have a positive impact on academic achievement, where TAs support individual pupils or small groups, of one additional month's progress.	The interventions are matched to individual need using data from KS2 (including QLA where available). Areas of weakness are targeted by curriculum leaders/class teachers and supported TAs. Strategies are reviewed at a departmental/middle leader/senior leader level.	KL CLs SLG	Jan 18, July 18 and via ML meetings
A	Provision of paired reading support.	Evidence gathered via student voice activities for Y7CUF pupils' shows that these students read less than other students. Pairing with older pupils to read in school on a regular basis will increase the time spent reading. The EEF Toolkit shows that, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months'	The implementation of this strategy will be integrated into the 'Tomorrows Teachers' programme, to ensure suitable peer support.	SV Curriculum leader for English	July 17
A	Provision of targeted study support resources for Science: Science dictionaries to support reading comprehension	The EEF Toolkit shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.	Implementation of this strategy will be monitored by the Curriculum Leader for Science, Senior Leader ship Group, and reported to Governors.	Curriculum Leader for Science Y7CUF Coordinator	July 18
Total budgeted cost for Targeted Strategies					£10,500
Total budgeted cost for Year 7 catch-up					£10,500

5. Review of expenditure –Year 7 Catch-up funding				
Previous Academic Year		2016/2017		
i. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for Y7CUF, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A	Provision of additional literacy-based curriculum groups in year 7-9	Two pupils made sufficiently rapid progress in literacy to enable them to be fully re-integrated into the curriculum. Seven pupils made good progress. Three pupils need to make improved progress.	This approach has been successful in developing basic literacy skills for pupils, enabling more rapid progress across the curriculum. The approach will be continued.	£11,000
B	Provision of one- to-one maths support from a specialist teacher.	70% of targeted pupils receiving one-to-one maths support achieved their expected progress in maths.	This approach was very successful in targeting individual needs, and will be continued.	
			Total Y7 catch-up budget	£11,000