

# Year 7 Catch-up strategy statement

1. Summary information					
<b>School</b>	Alder Grange School				
<b>Academic Year</b>	19-20	<b>Year 7 catch-up budget (Y7CUF)</b>	£11,300	<b>Date of most recent Year 7 catch-up Review</b>	March 2019
<b>Total number of pupils</b>	851	<b>Number of pupils eligible for Y7CUF</b>	56 (40% Y7s)	<b>Date for next internal review of this strategy</b>	March 2020
<p>*Update August 2020: Following the Covid 19 Pandemic the government announced that the 2019/20 Academic Year would be the last year of the Y7 Catch Up Fund, and instead schools would receive a "Covid Catch Up Fund" to support all pupils in Yr7-11 who require additional support to bridge the gap created by losing a term of school. The initial review in March 2020 had originally planned for the 2019/20 strategy to continue and therefore was already in budget and plans in place to support the Y7s. It was agreed this would continue as part of the Covid catch up funding.</p>					

2. Barriers to future attainment (for pupils eligible for Y7CUF)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A</b>	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>B</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>
<b>A</b>	Improved levels of literacy, measured by increasing the proportion of pupils making expected progress in English in KS3.
	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.
<b>B</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 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.

<b>4. Planned expenditure</b>					
<b>Academic year</b>		<b>2019/2020</b>			
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.					
<b>i. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b>	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.	KT	March 2020 July 2020
<b>A, B</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.	KT CLs SLG	March 2020

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' additional progress over the course of a year	The implementation of this strategy will be integrated into the 'Tomorrows Teachers' programme, to ensure suitable peer support.	SV Curriculum leader for English	July 19
<b>Total budgeted cost for Targeted Strategies</b>					<b>£27,000</b>
<b>Total budgeted cost for Year 7 catch-up</b>					<b>£10,500</b>

<b>5. Review of expenditure –Year 7 Catch-up funding</b>				
<b>Previous Academic Year</b>		<b>2018/2019</b>		
<b>i. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for Y7CUF, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>A</b>	Provision of additional literacy-based curriculum groups in year 7-9		This approach has been successful in developing basic literacy skills for pupils, enabling more rapid progress across the curriculum. The approach will be continued.	£27,300
<b>B</b>	Provision of one- to- one maths support from a specialist teacher.		This approach was very successful in targeting individual needs, and will be continued.	
			<b>Total Y7 catch-up budget (Remainder to be funded from main school income)</b>	£11,300