

Year 7 Catch Up Pupil Premium Funding Impact and Evaluation Report 2018-19

Context of Abbot Beyne

The rates of progress in English and mathematics for the large majority of students are in line with national average for Maths and English.

The quality of teaching is good because teachers have excellent skills and teachers have high expectations of their students. Teachers are expert in their subject areas and inspire their students to be enthusiastic, motivated learners.

Students who have special educational needs have every opportunity to succeed and to reach their potential as part of a very inclusive and caring school experience. Information about their performance is used well by all staff and teachers support all learners with well-focused planning and make the very best use of any additional resource that is available. This has promoted good progress.

The School was awarded Good in all aspects in the most recent Ofsted inspection (May 2017)

Objectives of Year 7 Catch Up Funding

1. To close the gap by providing intensive literacy and numeracy support and raise the attainment of those students entitled to Catch up Premium
2. To raise self-esteem and aspirations of students entitled to Catch up Premium
3. To enhance existing provision.
4. To identify concerns and target intervention and support to accelerate progress
5. To intervene quickly if any chosen strategy or intervention fails to show impact
6. To ensure that parents/carers are informed and involved where appropriate.

Amount of Year 7 Catch Up Funding Received 2018-19

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| Number of Children who arrived at the Abbot Beyne School 'below expected' in reading and/or mathematics at Key Stage 2. | 35 |
| Year 7 Catch Up Funding Pupil Allocation. | £500 |
| Total Year 7 Catch Up Funding Grant (2017-18 DfE maintained a freeze on last year's funding even though a number of students below expected has increased). | £13,000 |

Summary of Year 7 Catch Up Funding Spend

1. *Specialist Literacy provision (called Lit Plus and Lit Plus Plus)* - through the English department
2. *Additional Adult Support* - for those most in need in English and Maths classes
3. *Homework Club* – staffed homework club
4. *Pastoral Support* – via the school's pastoral system and through the Progress Leader
5. *Accelerated Reader*
6. *Parental Involvement* – An invitation to parents to explore how they can best support their children
7. *Specialist Maths Intervention*
8. *Emotional literacy lessons for vulnerable students whose attainment might be affected by mental health and well-being issues.*

| Record of Year 7 Catch Up Funding Spend by item / project | | | |
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| Item / Project | Cost | Objective | Outcome |
| Small group classes (English & Maths) | £15,000 | Raise attainment in Numeracy through greater teacher contact | A good year for the impact of the Catch up Premium in both English and Maths. 58% students progressed to meet expected in English. 83% of students progressed to meet expected in Maths. |
| Additional Specialist Adult Support | £15,000 | Raise attainment in Literacy and Numeracy through greater teacher contact | |
| Homework Clubs | £1,000 | To provide additional supervised support for students with homework issues | |
| Accelerated Reader | £2,000 | To improve reading skills | |
| Phonics Programme | £500 | To improve literacy skills | |
| Booster Boot Camp | £2,000 | To improve Literacy skills | |
| AfA | £200 | To inform and support parents of maths and literacy techniques used in school | |
| Total | £35,700 | | |

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| Total Year 7 Catch Up Funding Received | £13,000 |
| Total Year 7 Catch Up Funding Expenditure | £35,700 |
| Year 7 Catch Up Funding Remaining | (£700) |

Implications for next allocation of Year 7 Catch Up Funding

Catch up funding will be used to fund the already good teaching provision. The school is committed to raising the attainment of all students and has particular focus on those in receipt of the Catch up premium.

Maths “catch up” is planned for September 2018, rather than June 2019 (as in the past)

Booster Boot Camp will not run in 2018 due to staff changes. It will be replaced by extended phonics and PIXL Code intervention lessons

Our evaluation and research also points to the impact that a focus on writing (rather than reading) has to accelerate progress. This will change the focus of some of the small group and lesson intervention for English.