

**Catch up funding for the period 2018 – 2019 Data analysis relates to the academic year 2018 - 2019**

**Year 7 Catch Up Funding**

**During this period, the school invested £15,647 a variety of intervention strategies including:**

- An increase in staffing in Maths and English to support specific interventions in reading, writing and maths.
- An increase in staffing to support the additional hour of Maths and English placed into the Key Stage 3 curriculum from 2016 onwards
- Part of the salary for the LSA to focus on support with additional out of hours (am and pm) homework and independent learning. This role also involved weekly liaison with parents moving to half termly to secure their support and understanding of how to manage learning at home.
- Resources including test paper practice.

Our faith challenges us to support each individual to flourish and to live life in all its fullness.

Reading										Writing										
Gender	SEN	Pupil's ethnicity	First language	KS2 reading outcome	Attendance Term 1	Attendance Term 2	Attendance Term 3	Attainment Summer Reading	Progress Reading Summer	Gender	Pupil Premium Indicator	SEN Status	ML	Attendance Term 1	Attendance Term 2	% Attendance Term 3	KS2 Writing Outcome	Attainment Summer Writing	Progress Writing Summer	
M	K	WBRI	ENG	NS	90.41	96.7	91.6	AB	Rapid	M	Y	K		80.82	90.83	82	NS	WT	Progre	
F	N	WBRI	ENG	NS	95.21	94.2	94.1	AB	Rapid	F	Y	M	L	98.63	91.67	94.4	NS	AT	Progre	
M	K	WBRI	ENG	NS	99.32	95	97.5	AT	Good	F	M		M	95.21	94.17	94.1	NS	AT	Progre	
F	N	WBRI	ENG	NS	100	100	99.2	AT	Good	M			L	100	98.33	99.4	NS	WT	d	
F	N	WBRI	ENG	NS	95.21	88.3	93.5	AT	Good	M	Y	K	L	81.51	63.33	68.5	NS	WT	Progre	
M	N	WBRI	ENG	NS	93.15	91.7	93.5	AB	Good	F	Y			91.78	85	87.6	NS	WT	Progre	
F	N	WBRI	ENG	NS	97.26	97.5	97.5	WT	Good	F	M	M	L	98.63	97.5	98	NS	AT	Progre	
F	K	WBRI	ENG	NS	97.95	96.7	98	WT	Good	M			M	100	100	100	NS	AT	Progre	
M	K	WBRI	ENG	NS	89.73	93.3	93.5	AT	Rapid	F	M	M	L	97.26	97.5	97.5	NS	WT	Progre	
F	N	WBRI	ENG	NS	100	91.7	97.2	AT	Good	M	Y	K	M	85.62	39.17	71.3	NS	WT	d	
										F	M	K	L	97.95	96.67	98	NS	AT	Progre	
										F			M	97.26	96.67	97.5	NS	AT	Progre	
										M		K	M	89.73	93.33	93.5	NS	WT	Progre	
	Summer 2018	Summer 2019	Difference								Summer 2018	Summer 2019	Difference							
WT	2	2	0							WT	6	7	1							
AT	7	5	-2							AT	7	6	-1							
AB	1	3	2							AB	0	0	0							

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Maths							
Gender	SEN	KS2 maths outcome	Attendance Term 1	Attendance Term 2	% Attendance Term 3	Attainment Summer	Progress Maths Summer
F	N	NS	95.89	91.67	93	AT	Progress
M	K	NS	90.41	96.67	91.6	AT	Progress
F	N	NS	95.21	94.17	94.1	AT	Progress
M	K	NS	99.32	95	97.5	AT	Progress
M	N	NS	100	98.33	99.4	WT	Progress
F	N	NS	100	100	99.2	AT	Progress
F	N	NS	99.32	96.67	98.6	AT	Progress
F	N	NS	95.21	88.33	93.5	AT	Progress
M	N	NS	91.78	100	96.1	AT	Progress
M	N	NS	100	99.17	99.7	AT	Progress
F	N	NS	98.63	97.5	98	WT	Progress
M	N	NS	95.21	93.33	94.1	AT	Progress
F	N	NS	97.26	97.5	97.5	WT	Progress
M	N	NS	100	98.33	99.4	WT	Progress
F	K	NS	97.95	96.67	98	WT	Progress
F	N	NS	97.26	96.67	97.5	AT	Progress
M	K	NS	89.73	93.33	93.5	WT	Progress
M	N	NS	100	96.67	98.6	AT	Progress
M	N	NS	97.26	98.33	97.8	WT	Progress
F	N	NS	100	91.67	97.2	WT	Progress
	Summer 2018	Summer 2019	Difference				
WT	7	8	1				
AT	12	12	0				
AB	1	0	-1				

### **Did the interventions have impact? Were students making good or rapid progress?**

Maths 8/20 students were making limited progress at the start of the year. By the end of the Year 5 students still remained limited progress although 4 students had made good progress throughout the year up until the second half of the Summer term. These four students in the 3<sup>rd</sup> term were taught by an NQT maths teacher, who had been ill the previous two terms, despite significant investment in coaching for this teacher, the external interventions were not effective alongside this teaching. 31 student began the year with rapid progress this improved to 7 students by the end of the year.

English Reading 3/10 students began the year with limited progress by the end all students were making good (7) or rapid (3) progress.

Writing 2/13 students were making limited progress at the start of the year in writing, the same student were making limited progress at the end of the year.

Were we able to move students from working towards to AT or AB the national average this year?

Maths: By the end of the 2018 – 2019 academic year out of the 20 students who did not make their SAT grade 12 are now working at age related (AT) and 8 remain at working towards (WT).

English Reading: By the end of the 2018 – 2019 academic year out of the 10 students who did not make their SAT grade 5 are now AT and 2 above (AB), 2 remain at WT.

English Writing By the end of the 2018 – 2019 academic year out of the 13 students who did not make their SAT grade 6 are now AT and 7 remain at working towards.

### **What is our spend for this year? How will we be using this spend?**

#### **Catch up funding will secure the following :**

- Additional math staffing to release the lead of maths to coach new teachers in identifying barriers and swiftly addressing them.
- Additional math staffing to support interventions in maths with class teacher or Lead of Maths on a weekly basis.
- Training to support all teachers to secure a high standard of writing and GPS across the school.
- One to one LSA support for home learning.
- One to three LSA support for interventions in reading and mathematics.