

## Year 7 Catch-Up Plan 2018/2019

### English:

How you intend to spend the funding	Allocation for the current academic year	How you spent the previous year's allocation	Details of the impact this spending had on the attainment of eligible pupils
<p>Read Write Inc resources.</p> <p>Pupils that have come from Lower Phase need RWI to continue to progress their phonic knowledge.</p> <p>Resources are used in Early Years and Lower Phase and more are needed in Middle Phase.</p>	<p>Set 1 A4 Speed sound cards – £54.88 x 3 = £164.64</p> <p>Set 2 and 3 Speed sound cards – £53.82 x 3 = £161.46</p> <p>RWI green words – £11.04 x 3 = £33.12</p> <p>RWI red words – £8.76 x 3 = £26.28</p> <p>Teacher's RWI Speed sounds lesson plans handbook – £29.95 x 3 = £89.85</p> <p>A0 Speed sounds poster – £12.99 x 3 = £38.97</p> <p>Fred the Frog toy – £7.19 x 3 = £21.57</p> <p>Aprons x 3 = £9.88 x 3 = £29.64</p> <p>Storage – 12 deep strata tray unit – £228.99</p> <p>Approx. total – £794.52</p>	<p>TRT-Go training for Middle TAs (That Reading Thing) – £145 x 3 + £435</p>	<p>Three TAs were trained in the planning and delivery of TRT. A pilot was carried out with one pupil for two terms and progress in reading and spelling was made. Reading – Autumn 2017 P8+67%, Summer 2018 P9+74%. Writing – Autumn 2017 P8+52%, Summer 2018 P9+37%. This pupil exceeded their 66% progress target in both subjects.</p> <p>Reading progress – 74% of pupils made or exceeded their target.</p> <p>Writing progress – 68% of pupils made or exceeded their target.</p>

Extend lunchtime supervisor hours to provide cover for TRT trained TAs to deliver intervention three times per week.	Lunchtime supervisor to arrive half an hour earlier to release trained TAs – S. Seagrove, A. Hubery and L. Cook once each per week to deliver TRT training to specific pupils.  Approx. £2,592	Extend the reading scheme for Year 7 (12 per level of interest) £360	Year 7 pupils were asked what type of books they would like. Requests were made for more factual books and reference books and the reading scheme was stocked with these.
Visit from theatre company/storyteller to inspire writing.	Visit from outside company to deliver a show/workshops to Year 7. Focus of theatre would be linked to the current topic.  Approx. £500 per visit		
	£3,887		

**Mathematics:**

<b>Year 7 Catch-Up premium (secondary aged pupils)</b>	
<b>Allocation for the current academic year</b>	£2447.88
<b>How you intend to spend the funding</b>	<p>Class set of Busy Ants Problem Solving and Reasoning books – £240. The data for the 5 of our pupils suggests that Using and Applying is an area that would benefit from some extra support and this is a pupil resource that could be used within lessons to help promote learning as these are all more than 10% below where they are expected to be.</p> <p>Mathematical equipment – £1500. The data backs up purchasing some sensory and practical resources which would help the teaching and learning of Shape, Space and Measures.</p>

	<p>Maths Activity Day with a visiting speaker – £500 – to engage our pupils. This will focus on Shape and Space activities. There are 4 pupils who are more than 10% below their expected level and so a special maths day focussing on aspects such as 2D and 3D shapes in a tangible way can really help our learners which can also add to their concrete knowledge.</p>
<p><b>How you spent the previous year's allocation</b></p>	<p>Class sets of Nintendos and Junior Brain Trainer game for Year 7 pupils.</p> <p>Visiting speaker for a maths activity day focussing on shape and space activities.</p>
<p><b>Details of the impact this spending had on the attainment of eligible pupils</b></p>	<p>The pupils have very much enjoyed having an extra resource as a Nintendo each and being able to use it daily. Following on from this, the pupils progress was mixed. Progress in the number area of maths has increased with 5 pupils being below target, 1 pupil being within 10% of being on target, 10 pupils achieving their target and 4 pupils who are more than 10% above their target.</p> <p>We had also wanted to develop a Numbers Count teacher. For this activity to be productive, we were advised for the training to be most effective, it should be delivered as part of a group of similar ability pupils and develop a special school working group. Finances and priorities at our neighbouring school meant that we were unable to create such a working group and so could not pursue this. As an alternative, a couple of projects were done instead. We had a visiting maths expert who spent the whole day with Year 7 pupils exploring 2D concepts in shape and space and the maths lead attended a Primary Mathematics Subject Specialism course in which the resources and ideas have been shared within the class teams.</p>