

Year 7 Catch Up Funding Strategy and Review

1. Summary information

School: Meopham School			
Academic year	2019-20	Total Year 7 Catch Up Fund budget	26577.065
Total number of pupils	795	Number of pupils eligible for Catch Up	26

2. Prior attainment

Number of pupils in Year 7 who have attained the National Standards for KS2 English, maths and both:	
English	128
Maths	139
Both	151

3. In-school barriers to be addressed

We need to recognise that not all students sat the KS2 SATs examinations and there will also be cases of students in Year 7, who have not made the expected progress and we do not directly receive funding for these students from this fund.

Those pupils who have not made expected progress in English/Maths or both will be required to pass a number of GCSEs and we need to ensure the 'gaps' from KS2 are filled through the explicit teaching of Literacy to the Year 7 bottom set who have three lessons of Literacy per week (including one lesson of Lexia led by STE - TA).

External barriers that require action outside school (such as poor attendance)

Attendance for students who do not make expected progress is generally lower than expected. The Strategic SENCO and Operational SENCO monitors the attendance of all pupils in the bottom set classes and those with identified SEN needs on a weekly basis so we can address any issues which may occur.

4. Most effective strategies

Strategy	Evidence and rationale	Intended impact	Cost
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Breakfast Club for MyLexia	Students in Year 7 are initially identified by their primary schools as those with low reading ages, who had support with their reading skills or have problems with conditions such as Dyslexia. A TA runs this from Monday to Thursday from 815-835 and she records and tracks the data which is reported to the Operational SENCO.	To help students become more confident readers and to enable them to be able to access the mainstream curriculum with more confidence. Students are also able to access a wider range of vocabulary allows them to access a wider range of subjects.	£5901.38
Homework Club	Students are supported for 30 minutes from Monday to Thursday to attend homework club. Students are invited, but it not compulsory to attend. Students are supported with general homework and help with how to approach unfamiliar words, spellings etc. It is also a place where students can feel supported.	To help support those students who are unable to complete homework at home due to lack of parental support and/or have their own literacy and/or numeracy skills.	712.50
Employ additional TA support to support the Year 7 SEN class	In the lowest ability class in Year 7, there is a full time TA attached who supports the class in all subjects apart from PE. This ensures all students have additional academic support to develop their skills and support their learning.	There is a consistent TA attached to the bottom set in Year 7 group who knows the needs of the pupils and how to support them effectively in class. The impact of this allows the teachers to teach the whole class effectively as the TA helps support the lower ability students. This allows all students within the class better than epected progress.	
Break and lunch time Social Skills Club	Students are identified through their poor social skills, communication difficulties or are identified as they	To reduce instances of poor behaviour within unstructured time. Students complete the Sulp programme with a TA as this ensures students are	946.20

	are a vulnerable student. Students are supported through game playing e.g. Uno, Scrabble or there are structured discussions which take place if there have been issues which have arisen. A TA runs these daily for 20 minute sessions (twice per lunch).	aware of the importance of communication. It allows encourages students to develop empathy meaning there are less incidents of behaviour, as well as team building and working together; a skill which will be needed for the future.	
Specialised Intervention sessions for those who have not attained in English and Maths at KS2.	Students are supported by two TAs who read with them once/twice a week on a 1:1 basis using books provided by the SEN department. They start a reader with a reading age of 3 months above their chronological reading age. They also use these readers in English lessons to read either independently or with a TA. The impact would be assessed through the Hodder reading test in May.	The impact is to increase the reading ages of the students who struggle with reading in Year 7. Students who had access to this intervention in 2017-2018, 6 students had targeted intervention for reading, phonics and spelling – these students made an average gain of 9 chronological months increase on their reading ages at the start of Year 7. This is considerably more progress than made in Years 5 and 6 at primary school.	448.80

5. Review of previous expenditure of Catch Up Fund	
Academic Year	2018 - 19
Total Year 7 Catch Up Fund budget	22000
Number of pupils eligible for funding	38
Impact on English progress	<ul style="list-style-type: none"> ● students made 3 sub-levels of progress in English or more ● students made a whole level progress in English or more
Impact on reading ages	<ul style="list-style-type: none"> ● 13 students were identified as having a reading age of below 6.2. years. These had targeted intervention for reading, phonics and spelling and extra support during Literacy lessons. There have been significant

	improvements in the reading ages of students who received extra reading interventions through advisory time and/or in their Literacy lesson with TA support. Please see the table below to see progress.
Impact on maths progress	<ul style="list-style-type: none"> ● students made 1 sub-level progress in Maths or more ● students made 2 sub-levels progress in Maths or more ● students made 3 sub-levels progress in Maths or more ● students made a whole level progress in Maths or more

6. Additional information				
Surname Forename	SEN Status	First Language	Reading age September 2018	Reading age June 2019
██████████	N	English	below 6.2	below 6.2
██████████	N	English	below 6.2	below 6.2
██████████	N	English	below 6.2	6.20
██████████	K	English	below 6.2	below 6.2
██████████	E	English	below 6.2	below 6.2
██████████	E	English	below 6.2	9.90
██████████	N	English	below 6.2	9.10
██████████	N	English	below 6.2	8.40
██████████	N	English	below 6.2	8.80
██████████	N	English	below 6.2	9.10
██████████	K	English	below 6.2	6.20

[REDACTED]	K	English	below 6.2	6.70
[REDACTED]	N	English	below 6.2	8.80