



Year 7 Catch Up Fund 2018-2019

| 1. Summary information | | | |
|------------------------|----------------|---------------------------------------|---------|
| School | Meopham School | | |
| Academic Year | 2018/19 | Total Year 7 Catch Up Fund budget | £22,000 |
| Total number of Pupils | 702 | Number of pupil eligible for Catch Up | 38 |

| 2. Current attainment | |
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| Students in Year 7 who have not attained expected standard for KS2 English, Maths and both: | |
| Not expected progress in English | 33 students |
| Not expected progress in Maths | 46 students |
| Not expected progress in both | 38 students |

| 3. Knowledge & understanding (barriers to learning) | |
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| In school barriers (issues to be addressed in school) | |
| 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 HUB group. | |
| External barriers (issues that require action outside school, such as low 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 HUB classes and those with identified SEN needs on a weekly basis so we can address any issues which may occur. | |

| 4. Most effective strategies | | |
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| Strategy | Chosen action/approach | What is the evidence and rationale for this choice? What is the impact? |
| Employ additional teachers allowing for smaller group sizes in English and Maths | We have created a HUB class for those students who did not reach the expected progress in En/Ma or both. | There is substantial evidence to suggest that the smaller the class size, the wider the range of approaches a teacher can employ to help assist the specific needs of the students. Some of the students also have additional SEMH needs and require further attention to ensure they will progress. |
| Employ additional TA support to support the Year 7 HUB class | There is a consistent TA attached to the Year 7 HUB group who knows the needs of the pupils and how to support them effectively in class. | In the HUB class for 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. |
| Employ additional English staff to ensure a bespoke Literacy curriculum is delivered. | This has been created to fill in the gaps from KS2 to KS3 by allowing the students within the HUB to understand the basics of English to support across the whole curriculum. | Students in the HUB classes for both Year 7 and 8 follow a Literacy Scheme of Work which tackles the key areas of development for pupils with both lower reading ages and those who have not made expected progress. The Scheme of Work is created by the Operational SENCO who is a specialist in teaching SEN students in English, History and Geography. |
| Breakfast Club for MyLexia | To support those students who did make expected progress in reading. | 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. |



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| Specialised Intervention sessions for those who have the lowest reading ages. | Hodder Reading Age tests to determine an initial reading age. Students are then tested again in May and are measured against the same data. | Students are supported by Year 10 HPA students 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. There are currently seven pupils identified in Year 7 with a reading age below 7.0. |
| Break and lunch time Social Skills Club | To reduce instances of poor behaviour within unstructured time. | Students are identified through their poor social skills, communication difficulties or are identified as they are a vulnerable student. Students are supported through game playing e.g. Uno, Scrabble or there are structured discussions which take places if there have been issues which have arisen. A TA runs these daily for 20 minute sessions. |
| Homework club | 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. | 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. |

Context

- All students in Year 7 (2017-2018) were taught by a qualified SENCO and English teacher to address both the academic and SEN needs of the class
- All students do not study MFL but are taught extra Literacy lessons twice weekly by a qualified English teacher
- All students were delivered the mainstream curriculum which is highly differentiated to suit their needs

Impact from 2017 -2018.

Cohort = 23 students in Year 7

English

- 23 students made 2 sub-levels of progress in English or more
- 17 students made 3 sub-levels of progress in English or more
- 7 students made a whole level progress in English or more

Maths

- 23 students made 1 sub-level progress in Maths or more
- 16 students made 2 sub-levels progress in Maths or more
- 9 students made 3 sub-levels progress in Maths or more
- 7 students made a whole level progress in Maths or more

Reading age

- 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.