

## Year 7 Catch-up Funding Monitoring and Evaluation

1. Summary information					
<b>School</b>	St. Paul's Comprehensive School				
<b>Academic Year</b>	2019-20	<b>Total Catch-up Funding Budget</b>	£13 334		
<b>Total number of year 7 pupils</b>	181	<b>Number of pupils eligible for Catch-up funding</b>	57	<b>Date for next internal review of this strategy</b>	May 2020

	Percentage
<b>Percentage of students entering year 7 who did not achieve the national standard of 100 for reading at KS2</b>	<b>31.4%</b>
<b>Percentage of students entering year 7 who did not achieve the national standard of 100 for Maths at KS2</b>	<b>14.3%</b>
<b>Percentage of students entering year 7 who did not achieve the national standard of 100 for SPAG at KS2</b>	<b>14.9%</b>

<b>Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		
<b>A.</b>	Targeted students' attainment improves in English and Maths.	Measured through tracking data and outcomes.
<b>B.</b>	Improved attitudes to reading for pleasure.	Measured through Eclipse data in relation to targeted groups' book borrowing figures.
<b>C.</b>	Incline of targeted groups writing creatively.	English faculty data in relation to competition entries from the targeted group.
<b>D.</b>	Improved literacy and numeracy skills	Improvement in targeted groups' outcomes across the curriculum measured through tracking data and end of Year assessment data.

## 2. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Development of a CPD literacy programme for staff offering practical strategies and ideas for embedding literacy teaching. .	For students literacy levels to improve and to therefore improve attainment and outcomes.	Attainment amongst LPA learners and disadvantaged students was significantly lower in subjects which depended upon extended written responses in exam scenarios in 2018/19.	Learning Walks Lesson Obs Attainment	SW	Feb 20 June 20
<b>Total budgeted cost</b>					£1,500

### ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
'Toe by Toe' targeted literacy intervention.	Reading ages improved SPG skills improve	Previous years impact regarding improved reading ages.	Student voice Assessment	AR	Jan 20 July 20

Guided Reading Sessions (YR 12-Yr7)	Active non-fiction reading strategies improve. Skimming/scanning/retrieving/predicting	LPA and DA perform significantly lower than MPA and HPA in English and literacy based assessments across the curriculum in KS3.	Designated lead to monitor and evaluate the quality of the sessions on an ongoing basis.  Comparison of reading based assessments in English.	AR	Ongoing review of content monthly.  May 2020 to review assessment improvement.
Micro Teaching for Numeracy	Improvement in basic numeracy skills.	Targeted students perform at least one grade below target in maths in KS3 and KS4.	DB to monitor the quality and attainment of selected group through QA cycle.	DBY	Tracking data

**Total budgeted cost    £8,329**

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Author visits	Students are inspired to write creatively.	Writing competitions and Poet Laureate competitions contained 0 entries from LPA and DA	Staff voice Student Voice	SW/PW	Jan 20 July 20
Book talks	To improve the borrowing rates for Year 7 students from the library.	LPA and DA students borrow on average 40% less books from the school library.	Book Talk observation Student voice	PW/TS	4 weeks after book talks in order to assess the improvement in borrowing rates.

Bringing literacy to life groups. 6 week interventions.	To improve students' attitudes and to reading and writing by designing a programme where students are guided on writing for a range of purposes.	Recent research from the EEF shows that improving students' contextual cultural capital increases motivation and improves outcomes by +6 months.	Evaluate the planning. Student voice Observation	AR/SW	After each 6 week block
<b>Total budgeted cost</b>					<b>£3,525</b>

3. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Development of a literacy based CPD programme using evidence from maximum effect sizes in relation to Visible Learning Strategies.	Improvements made in literacy across the curriculum through direct CPD and instruction related to subject specific vocabulary and strategies for scaffolding literacy based learning.	LPA and DA learners perform less well against Non DA, MPA and HPA learners in higher order written responses to questions which require development and explanation in a response.  LPA learners to improve their literacy levels evidenced through attainment.	For literacy teaching to be high on the agenda of staff and well embedded, staff CPD must reflect this and provide non specialists with strategies to embed the teaching into the fabric of the lesson planning rather than added onto lesson planning to be effective.  Whole school focus and now connected to the school improvement priorities.	£1500
ii. Targeted support				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost

'Toe by Toe' targeted literacy intervention	Reading ages improved SPG skills improve	An improvement of +18months on average of reading age.	CATS testing required on the selected group at the end of the academic year in order to evaluate the effectiveness of the programme fully.  Strategy Continued	£2,500
Micro Teaching for Numeracy – afterschool and targeted.	Improvement in basic numeracy skills.	Students targeted were able to access the curriculum at their baseline target level in Year 8.	Strategy successful and continued.	£5,500
Guided Reading Sessions (YR 12-Yr7)	Improved attitudes to reading. Improved average reading age score.	LPA and DA perform significantly lower than MPA and HPA in English and literacy based assessments across the curriculum in KS3.	Strategy successful and continued.	£2250

### iii. Other approaches

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Author visits	To improve attitudes to reading and the appreciation of the writing process.	Students demonstrated more positive attitudes to reading and demonstrated an appreciation of the writing process.	Student voice demonstrates improved attitudes to reading. Borrowing figures improved by 40% by selected cohort.  Strategy continued.	£1,500

Reading Rampage Implementation across all year groups.	Improved attitudes to reading.  Embedding of a reading culture.	A reading culture will improve literacy and language acquisition.	Average improvement in reading ages by 2.5 years.  Strategy continued.	£750
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