



**Year 7**

**Catch-up Funding**

**2016-2017**

**Impact Review**



## Joseph Swan Academy

### Year 7 Catch-up Funding



| Action Points |  | Key Staff                     | Success Criteria   | Costs | Impact   |
|---------------|--|-------------------------------|--|-------|--|
| 1.            | To organise additional time allocations for the LSAs and Intervention team members to conduct morning reading and to attend progress meetings and training courses where appropriate. Year 12 and 13 Maths Mentoring programme introduced. | LSAs<br>PC<br>JBO<br>CP       | Time allocated accordingly and student reading ages increased<br>Specific reading plans and resources in place<br>Evidence of reading during Academy day increased<br>Students trained and supported with resources<br>Student meetings take place on a weekly basis | £1k   | 77% of all Catch Up cohort deemed Secondary Ready by the of academic year 2016-17. Cohort of 20 students took part in the mentoring programme. Positive feedback provided by student leaders. (see reading data in SEN department) |
| 2.            | To re-launch the Lexia literacy intervention programme to support Reading Development using ICT. Upgrades to ICT software and hardware.  | LSAs<br>Intervention<br>Teams | Licences reviewed<br>Software/hardware purchased<br>Extra training given to key staff<br>Student reading ages tested at key points and analysed for progress   | £1k   | 77% of all Catch Up cohort deemed Secondary Ready by the end of academic year 2016-17. Lexia deployed in curriculum model for 2017-18.   |
| 3.            | To purchase key reading materials to boost the stock of reading books available in the Reading Room to support Reading Development in Year 7   | AWA                           | Key novels researched<br>Reading ages checked<br>Training for staff given<br>Student Voice used at specific points<br>Reading Ages reviewed and Reading Ages increase  | £1.5k | 77% of all Catch Up cohort deemed Secondary Ready by the end of academic year 2016-17. Analysis of reading progression conducted with positive progress for all students involved. (see reading data in SEN department)            |
| 4.            | To purchase additional reading materials to be given to all Catch up students to support their transition from Year 6-7  | AWA                           | Key texts reviewed<br>Books for boys researched<br>Books for girls researched<br>Student Voice input into books chosen<br>Books given out to students<br>Lads and Dads programme launched  | £1k   | 77% of all Catch Up cohort deemed Secondary Ready by the end of academic year 2016-17. Each student was offered the choice of a book and was able to swap it for further books during the year.                                    |
| 5.            | Director of Transition to support with additional transition time and visits to the Academy  | CBL                           | Potential Catch up students identified with support of Primary staff<br>Visits booked in for DT  | £2.5K | 77% of all Catch Up cohort deemed Secondary Ready by the end of academic year 2016-17. Regular visits were conducted to 20 feeder Primary schools throughout the year. All places in Year 7 for 2017-18 filled.                    |

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|---------------|--|------------|---|--|--|
| 6.            | To revamp the Intervention Room to be the central area for intervention support for Year 7 catch up students   | HES        | Revamp takes place<br>Full programme of intervention groups mapped  | £2k  | Room was fully re-resourced with furniture and IT equipment. Revised reading assessment and supporting resources for more accurate testing and support of reading proved more effective (see SEN reading data)       |
| 7.            | Subsidise educational trips and visits for all Catch up students   | CBL/KP     | Plan trips and confirm bookings<br>All PP students are invited with no cost<br>Lunch and transport provided   | £2k  | 77% of all Catch Up cohort deemed Secondary Ready by the end of academic year 2016-17<br>Trip to Centre for Life planned and conducted.  |
| 8.            | To Introduce a brand new Maths intervention strategy called Numeracy Ninjas into Year 7 Maths  | STH/SJO    | Create resources<br>Insertion into curriculum for all Year 7 and 8 classes<br>Impact of weekly scores monitored<br>Staff trained and supported in delivery and sharing good practice  | £1200  | 77% of all Catch Up cohort deemed Secondary Ready by the end of academic year 2016-17<br>All Year 8 and 9 students accessed. Numeracy Ninjas and evidence of score progress identified across the cohort.            |
| 9.            | Summer School focus – Crash Landed on Planet Zuron<br>Literacy and mathematical focus with extended writing and numeracy games<br>Summer School being planned – July 2017 – The Island | CBL/STH/JH | Summer School takes place as part of transition programme. Focus of Summer School = numeracy and literacy development. Objective building confidence, enjoyment and love of learning<br>Numeracy and literacy skills increase as a result of Summer School<br>Summer School 2017 designed | £5k  | 77% of all Catch Up cohort deemed Secondary Ready by the end of academic year 2016-17<br>Over 100 students attended the Summer School and exceptionally positive feedback received from students and parents/carers. |
|               |  |            |   | <b>Year 7 Catch-up Funding</b>                     | <b>£15,446</b>   |
|               |  |            |   | <b>Additional Joseph Swan Academy Contribution</b> | <b>£1,100</b>  |
|               |  |            |   | <b>Total</b>                                       | <b>£16,546</b>   |

#### Future Plans:

- Earlier intervention with primary schools to support and identify the most vulnerable students prior to potential admissions
- Timetable reading hours in to the core curriculum provision
- Allocating specific associate staff to support pastoral and academic progress for students
- Specific responsibility within the senior leadership for monitoring, supporting and evaluating the impact of Year 7 catch up funding
- Creation of additional lessons in 'Thrive' to provide a more varied and supporting curriculum relating to life skills and the community
- Literacy and numeracy workshops