



**Year 7 Catch Up Funding 2019** | Amount of funding: £11,538

Area for Development	Description of Support	Person Responsible	Cost	Impact of initiative
Revise Scheme of Learning for English and Mathematics	<p>Liaise with feeder schools to ensure the curriculum is developmental and meets the needs of all students.</p> <p>Updating of SoL to meet the needs of the wide range of students in the school.</p>	<p>SLT</p> <p>MB</p>	<p>£1,000 – literacy</p> <p>£1,000 - numeracy</p>	<p>The curriculum offer will have: Breadth, Balance and Challenge for all groups of students.</p> <p>Teachers will be able to easily select the correct curriculum strand to follow to meet the needs of the students in their class.</p>
Literacy and Numeracy	<p>1:1 and small group Teacher / TA input – including individualised reading and writing support plus specific SALT (Communication) targets.</p> <p>Librarian and library support</p>	<p>MB</p> <p>EvZ</p>	<p>£2,000</p>	<p>Closing achievement gap within the mathematics strands, particularly in Shape, Space and Measure; as well as Speaking and Listening</p> <p>The vast majority of students made the expected progress or better in Reading (R- 94%), and there are no gaps within the English strands i.e. Writing (W -87%), Speaking (S -87%) and Listening (L – 87%).</p> <p>The performance across Maths was higher than in English – with 92% of students making and exceeding expected progress. Also, the performance across different strands in Maths is constant: Number (N- 87%), Understanding and Applying/ Handling Data (UD/ HD – 94%), Space, Shape and Measure (SSM- 94%)</p>

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Use of ICT resources across the school.	Purchase of specific student AAC/ ICT resources to facilitate effective and accessible communication.  Communication team supporting all staff on using the AAC/ ICT resources.	KS	£1,000	Improved communication and assistive technologies enabling access for identified learners.
All kids Can transitional support for identified Year 7 students	Programme of support to support transition and to promote a calm and purposeful start to the beginning of the academic year.	CE	£5000	Calm and purposeful start to the academic year . New students with high needs settled into classes. Evidenced by rate of progress in the Autumn term.
Transition between CPA and feeder schools	Transition afternoons and days arranged to support effective `handover` and to assist in the knowledge of strategies, planning and intervention for identified students to enable effective and seamless movement between key stage 2 and 3.	RD NF	£1,500	Effective planning and collaboration, positive sharing of information where required enabling forward planning for strategies and interventions for identified students.