

Year 7 Catch Up Funding

Academic Year 2019-2020

Year 7 Mathematics Action Plan for Catch up Premium 2019 - 2020

RAP objective: To further improve the quality of Maths education by ensuring it is specifically tailored to student's needs and demonstrates a planned and sequenced learning journey in preparation for the world of work.

- To target the provision in Year 9 and 10 to ensure students maintain momentum and continue to demonstrate outstanding progress (>60%).
- To ensure Pupil premium students continue to make at least 60% progress in their aggregated Mathematics scores. Social disadvantage is powerfully addressed, ensuring that there are no significant outliers within the Pupil Premium cohort
- To continue to develop the Mathematics Curriculum, making links to real life work through number and measure projects, ensuring girls make >60% progress in measurement.
- Impact in Maths is not only demonstrated through outstanding progression data, but through further measurable links to EHCPs
- coaching conversations discuss individual needs of learners and how explicit success criteria in lessons leads to learner outcomes

Noticeable Achievements:

- Year 7 students have made an average of 0.91% progress in number across the academic year, which is Outstanding progress.
- Year 7 students have made an average of 0.83% progress in geometry across the academic year, which is Outstanding progress.
- Year 7 students have made an average of 0.92% progress in measure across the academic year, which is Outstanding progress.
- Year 7 students have made an average of 1.38% progress in statistics across the academic year, which is Outstanding progress.

| Action | Duration | Cost | Lead Staff | Outcomes | Group |
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| <p>To support pupils working towards stage 1 in number make 52% progress throughout the year.</p> <p>To further improve basic number recognition and</p> | x 1 hour per week. | £516 for 4 terms. | AW– support staff leading intervention | <p>Pupils will be able to correctly read and form numbers to 100.</p> <p>Pupils will have increased independence in their ability to count</p> | In Group A, B C and D 50% of pupils met or exceeded their target of making 52% progress of Stage 1 in number. |

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| counting ability in 1's, 2's, 5's and 10's to 100. | | | | in 1's, 2's, 5's and 10's. Pupils will meet their expected targets set. | |
| <p>To support pupils with ASC (CL) working towards stage 1 in number make 52% progress throughout the year.</p> <p>To further improve basic number recognition and counting ability in 1's, 2's, 5's and 10's to 100.</p> <p>To begin to make links with the multiplication operation.</p> | x 1 hour per week. | £516 for 4 terms. | AW– support staff leading intervention | <p>Pupils will be able to correctly read and form numbers to 100.</p> <p>Pupils will have increased independence in their ability to count in 1's, 2's, 5's and 10's.</p> <p>Pupils will meet their expected targets set.</p> | <p>In Group A, B C and D 50% of pupils met or exceeded their target of making 52% progress of Stage 1 in number.</p> <p>In Group B 100% of pupils exceeded their target.</p> <p>All Group B pupils can now confidently count in one of the specified patterns (1's, 2's, 5's or 10's).</p> |
| <p>To support pupils with ASC (CL) working towards stage 1 in number make 52% progress throughout the year.</p> <p>To further improve basic number recognition and counting ability in 1's, 2's, 5's and 10's to 100.</p> | | £516 for 4 terms. | AW– support staff leading intervention | <p>Pupils will be able to correctly read and form numbers to 100.</p> <p>Pupils will have increased independence in their ability to count in 1's, 2's, 5's and 10's.</p> <p>Pupils will meet their expected targets set.</p> | <p>In Group A, B C and D 50% of pupils met or exceeded their target of making 52% progress of Stage 1 in number.</p> <p>In Group C 50% of learners can now confidently could in one of the specified patterns (1's, 2's, 5's or 10's).</p> |

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| <p>To support pupils with ASC (CL) working towards stage 1 in number make 52% progress throughout the year.</p> <p>To further improve basic number recognition and counting ability in 1's, 2's, 5's and 10's to 100.</p> | | £516 for 4 terms. | AW– support staff leading intervention | <p>Pupils will be able to correctly read and form numbers to 100.</p> <p>Pupils will have increased independence in their ability to count in 1's, 2's, 5's and 10's.</p> <p>Pupils will meet their expected targets set.</p> | <p>In Group A, B C and D 50% of pupils met or exceeded their target of making 52% progress (1's, 2's, 5's or 10's).</p> <p>In Group D 50% of learners can now confidently could in one of the specified patterns (1's, 2's, 5's or 10's).</p> |
| <p>To support pupils who are working towards achieving stage 2 in ensuring they make 60% progress, by securing multiplication facts for x2, x5 and x10 tables and division equivalents.</p> <p>To further improve pupils understanding of word problems, in relation to these facts.</p> | x 1 hour per week. | £516 for 4 terms. | AW– support staff leading intervention | <p>Pupils will be able to correctly recall multiplication and division facts for the x2, x5, and x10 tables.</p> <p>Pupils will meet their expected targets set.</p> | <p>In Group E and F, 72% of pupils met or exceeded their target of 60% progress towards Stage 2.</p> <p>In Group E and F 44% of pupils now confidently know at least 1 of their x2, x5 or x10 tables.</p> |
| <p>To support pupils who are working towards achieving stage 2 in ensuring they make 60% progress, by securing multiplication facts for a range of times tables tables and division equivalents.</p> | x 1 hour per week. | £516 for 4 terms. | AW– support staff leading intervention | <p>Pupils will be able to correctly recall multiplication and division facts for a range of times tables.</p> | <p>In Group E and F, 72% of pupils met or exceeded their target of 60% progress towards Stage 2.</p> <p>In Group E and F 44% of pupils now confidently know at least 1 of their x2, x5 or x10 tables.</p> |

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| To further improve pupils understanding of word problems, in relation to these facts. | | | | Pupils will meet their expected targets set. | |
| <p>To enhance interactive resources available to pupils both in school and out of school, building on skills taught in the classroom.</p> <p>To continue to subscribe to active Learn which is used to plan and deliver mathematics within the Tate gallery.</p> | Available at all times when needed as well as a home learning resource. | £1000 per year | DN Learning manager for mathematics | <p>Pupils will meet their end of year targets set across all areas of mathematics, through the use of interactive resources.</p> | <p>Year 7 students have made an average of 0.91% progress in number across the academic year, which is Outstanding progress.</p> <p>This resource has supported many pupils and families during Lockdown.</p> |
| To further enhance teaching resources, ensuring Numicon is introduced to lower ability learners, yet to achieve level one. To use this to support pupils in group A, B, C and D as stated above. | Purchased in term 2 ready for interventions. | £120 | DN Learning manager for mathematics | <p>Pupils will be able to use Numicon to secure their understanding of counting in 2's, 5's and 10's, beginning to understand how this can be used to solve multiplication sums.</p> <p>Year 7 pupils will make an average minimum of 60% progress in this area.</p> | <p>In Group A, B C and D 50% of pupils met or exceeded their target of making 52% progress of Stage 1 in number.</p> <p>In Group B 100% of pupils exceeded their target.</p> <p>All Group B pupils can now confidently count in one of the specified patterns (counting in 1's, 2's, 5's or 10's).</p> |
| To further improve multiplication and division facts to ensure pupils make 60% progress. | x 1 hour per week. | £516 for 4 terms. | DN Learning manager for mathematics | Pupils will be secure in a wider range of multiplication facts | 100% of pupils in Group G have met or exceeded their 60% progress target. |

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| To begin to introduce written methods | | | | and be able to use facts to solve a range of problems. Pupils will begin to use these facts to answer written methods. Pupils will meet their expected targets set. | 75% of pupils are confident with times tables and are beginning to confidently use written methods. |
| To use written methods to add, subtract, multiply and divide up to 3 digit numbers. | x 1 hour per week. | £516 for 4 terms. | DN Learning manager for mathematics | Pupils will be able to use all four operations to solve problems using three digit numbers. Pupil will make an average minimum of at least 60% progress during the year. | 100% of pupils in Group H have made expected progress in number. 75% are beginning to use written methods to add, subtract, multiple and divide up to 3-digit numbers. |
| To enhance measure resources available to pupils to further develop 'real life' mathematics skills linking to measure. | Purchased in term 2. | £1000 | DN Learning manager for mathematics. | Pupils will have greater resources to further support their knowledge and understanding of measure skills. | 81% of pupils exceeded or met their measure targets. 19% of pupils did not meet their measure targets. |

Year 7 English Action Plan for Catch up Premium 2019 - 2020

RAP 3 objective: To further improve the quality of English education by ensuring it is specifically tailored to student's needs and demonstrates a planned and sequenced learning journey in preparation for the world of work.

- Impact in English is not only demonstrated through outstanding progression data, but through further measurable links to EHCPs
- Students make >60% progress in writing and SRS has an enhanced presence across all subjects

- Students below Year 1 competencies have robust and aspirational targets which are measured clearly through their EHCPs
- Year 9 and 10 students maintain momentum (continue to demonstrate outstanding progress >60%) and all Year 11 learners maximise English exam outcomes.
- Fundamental sound reading skills are taught to the highest of standards by all teachers and understood by parents
- Social disadvantage is powerfully addressed, students in receipt of pupil premium continue to make outstanding progress, ensuring that there are no significant outliers within this cohort

| Action | Duration | Cost | Lead Staff | Outcomes | Group |
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| <p>To support ASC pupils working towards Stage 1 in reading and writing make 60% progress throughout the year.</p> <ul style="list-style-type: none"> • SRS • Talk for writing and guided writing approach in intervention sessions. | 1 hour per week. | £645 for 5 terms. | AW– support staff leading intervention | <p>Group A: Reread work Use capitals letters and full stops Use question & exclamation marks Use compound sentences Use noun phrases Apostrophes for missing letters Keep to one tense</p> <p>Group B Recognise first and last sound of CVC words TOP man CVC</p> <p>Say word/phrase before writing Build simple sentences Capitals and full stops</p> | <p>ASC FOCUS</p> <p>Group A: 67% exceeded the target of 60% progress in reading and 100% exceeded their target in writing.</p> <p>Group B: 50% mastered all target skills.</p> |
| <p>To support Pre Stage 1 pupils working towards Stage 1 in reading and writing make 60% progress throughout the year.</p> <ul style="list-style-type: none"> • SRS | 1 hour per week. | £645 for 5 terms. | AW– support staff leading intervention | <p>Recognise first and last sound of CVC words TOP man CVC</p> <p>Say word/phrase before writing</p> | <p>Group C: 25% mastered all reading and writing target skills.</p> |

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| <ul style="list-style-type: none"> Talk for writing and guided writing approach in intervention sessions | | | | | |
| <p>To support pupils working towards Stage 1 in reading and writing make 60% progress throughout the year</p> <ul style="list-style-type: none"> SRS Talk for writing and guided writing approach in intervention sessions | <p>x 1 hour per week.</p> | <p>£645 for 5 terms.</p> | <p>AW– support staff leading intervention</p> | <p>All students will be able to:</p> <p>Decode and build CVC words Begin CCVC words</p> <p>Say sentence before writing Use capitals letters and full stops</p> | <p>Group D: 100% mastered CVC. 67% mastered CCVC. 100% could say sentences before writing. 33% could use full stops.</p> <p>Group E: 100% mastered CVC. 25% mastered CCVC. 75% said a sentence before writing. 50% mastered capitals and full stops. 75% made good progress.</p> |

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| <p>To support pupils who have <u>almost</u> achieved Stage 1 in reading to <u>match in writing</u>, ensuring they make 60% progress.</p> <ul style="list-style-type: none"> • Build on SRS • Talk for writing and guided writing approach in intervention sessions. | <p>1 hour per week.</p> | <p>£645 for 5 terms.</p> | <p>AW— support staff leading intervention</p> | <p>All students will be able to: Decode longer words using phonic knowledge Decode CCVC & CVCC Blend sounds known Read words with GPC endings: s, es, ing, ed.</p> <p>Students will be able to: Discuss where punctuation should go Reread their work Use capitals letters and full stops</p> | <p>Group F: 33% of students exceeded their target of 60% in writing.</p> <p>66% mastered all reading and writing target skills except use of –es. 100% mastered CVC.</p> |
| <p>To support pupils who have achieved Stage 1 in reading to <u>match in writing</u>, ensuring they make 60% progress.</p> <ul style="list-style-type: none"> • Build on SRS • Talk for writing and guided writing approach in intervention sessions. | | | | <p>Students will be able to: Say sentence before writing Discuss where punctuation should go Reread their work Use capitals letters and full stops Begin to use conjunctions and question marks</p> | <p>Group G: 25% exceeded the writing target of 65%. 100% mastered all writing skill targets except use of question marks.</p> <p>Group H: 33% exceeded the writing target of 60%. 100% mastered all planning skills. 66% mastered full stops. 100%</p> |

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| | | | | | mastered use of conjunctions. |
| <p>To support pupils working towards Stage 2 in reading and writing make 60% progress throughout the year</p> <ul style="list-style-type: none"> • SRS • Talk for writing and guided writing approach in intervention sessions | | | | <p>Students will be able to:</p> <p>Decode unfamiliar words using a range of strategies</p> <p>Read words with GPC endings: s, es, ing, ed</p> <p>Read two syllable words of graphemes learnt</p> <p>Demonstrate awareness of a full stop when reading</p> <p>Listen to a discusses texts</p> <p>Reread their work</p> <p>Use capitals letters and full stops</p> <p>Use question & exclamation marks</p> <p>Use compound sentences</p> <p>Use noun phrases</p> <p>Apostrophes for missing letters</p> <p>Keep to one tense</p> | <p>Group I: 100% exceeded their 60% targets in both reading and writing.</p> |

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| <p>To renew subscription for Pearson's Rapid Phonics and Rapid Reading, which is used for Catch up groups and available for teachers in all Galleries.</p> <p>Purchase Rapid teaching and assessments books for each Gallery.</p> | <p>May/June 2020.</p> <p>Available for each Year 7 Catch up session, all SRS lessons and at all times when needed as well as a home learning resource.</p> | <p>R. Phonics £100</p> <p>R. Reading £300</p> | <p>DT Learning manager for English</p> | <p>Access to visual, auditory and interactive resources will have enhanced the students' experience of reading and the intervention delivery. This will support whole school at least 60% progress.</p> | <p>Year 7 students have made an average of 0.91% progress in reading across the academic year, which is Outstanding progress. This resource has supported many pupils and families during Lockdown.</p> <p>60% of Year 7 teachers used Rapid regularly. 20% of teachers used occasionally.</p> |
| <p>To further enhance teaching resources to support P scale learners in achieving competencies in Stage 1.</p> | <p>Purchased in Term 2 to be used for the year,</p> | <p>Tactile/inter active books Writing tools and stimulus</p> | <p>DT Learning Manager for English supported by teacher with Early Years experience</p> | <p>Pre Stage 1 learners will have access to appropriate, stimulating resources and have achieved Stage 1 competencies in all 3 strands: Reading, writing and Spoken Word.</p> | <p>Year 7 students have made an average of 0.93% progress in writing across the academic year, which is Outstanding progress. Story sacks provided and training given. Resources not purchased as priority given to</p> |

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| | | | | | Rapid reading interactive teaching. Writing resources for Stage 1 needed for 2020-21. |
| To purchase laptops that can further enhance the additional intervention groups and visual resources available to them. | To be purchased by the end of term 2. | £5480 | DT Learning manager for English with support from SLT and the ICT team. | The laptops will provide further visual support for all students including those with a primary need of ASC so they make an average minimum of 60% English progress. | All year 7s have access to laptops. |

Total: (29 pupils)