



One In A Million Free School

Year 7 Catch up Grant 2017 -18

The Year 7 Catch-up Grant is received for each Year 7 student who did not achieve at least level 4 in English and/or Maths at KS2. The grant is used to provide additional support for these students in Literacy & Numeracy.

One In A Million Free School (OIAMFS) receives £500 per student, in April 2017 the amount of £12,600 was received for the year to March 2018.

Aim

The aim of OIAMFS is to completely remove the gap in attainment between students who arrive at below national expectations from KS2 and students who entered the school at or above expected levels, by ensuring that they make exceptional progress throughout the school.

Objectives

To ensure that identified students achieve in all subject areas at least in line with other students, and above the national averages of their peers.

To ensure that identified students have sufficient personalised additional pastoral support to allow them to achieve their potential.

Overview

Overview of the school 2017/2018	
Total number of students on roll, based on October 2016 census	250
Total number of pupils eligible for catch-up funding	25
Total amount received	£12,600

How we use this funding

When students enter OIAMFS we ensure that we know and understand the starting points for their academic progress. We gain valuable information from their Primary Schools and in addition we carry out two important baseline assessments, on their Literacy and Numeracy levels.

Without these key skills students will not reach their potential.

For students who enter the secondary phase with reading ages well below their chronological age we will deliver a personalised programme of "catch up" to help them improve on this vital skill. The catch up reading programme will be based on regular intensive small group sessions using a reciprocal reading programme.

Alongside this we want to encourage students of all ages to read for pleasure. Ensuring that both young people and their parents have access to high quality stimulating reading materials is a priority. A partnership has been formed with a city corporate partner, *Provident*, who have made a donation to create and firmly establish a library. The new library will consist of a devoted space, bookracks, comfortable seating, a work area, IT, an electronic book scanning system plus a large investment in new book stock.

Throughout their time at One In A Million we will always intervene to support students who fall behind in these core skills. This will be done through interventions such as:

- Small group interventions, e.g. reading support , reciprocal reading programme
- Literacy & Numeracy support programmes e.g. IXL, Bedrock, MyMaths
- In class support.

Success Criteria

The evaluation of this policy is based on how quickly OIAMFS can support these students to catch-up with their peers. The success criteria for the use of Year 7 Catch-up Funding is:-

- Increased and improving Literacy & Numeracy levels

Focus	Barriers To Learning	Desired Outcomes	Success Criteria	Spend	Chosen Strategies	Evaluation of Impact
Build Literacy and Numeracy as quickly as possible to allow pupils to catch -up their peers	Students identified who were below Level 4 in either English or Maths at the end of Key Stage 2 or in some cases both	Build Literacy and Numeracy as quickly as possible to allow pupils to catch - up their peers	<p>Reading ages show an above expected progress change.</p> <p>Reading scores close the gap to national average scores.</p>	The total funding was £12,600 for a total of 25 students	<p>Reciprocal reading programme</p> <p>IXL installed to support learning.</p>	<p>Literacy Catch-Up</p> <p>Of 25 of low prior attainment students in English, 46% achieved in line with national expectations by the beginning of Year 8.</p> <p>10% of these students have surpassed their end of year targets. They are all continuing to receive support through small group interventions.</p> <p>This will be measured again in July 17 to gauge full year impact.</p>
			<p>Scores on the end of year exams in maths are in line with national average expected levels.</p>		<p>MyMaths installed to support learning.</p>	<p>Numeracy Catch Up</p> <p>Of 25 of low prior attainment students in Maths, 92% have reached their end of year target.</p> <p>This shows they had made better than expected progress from their starting points.</p> <p>27% of these students have surpassed their end of year targets. They are all continuing to receive support through small group interventions.</p>

Appendix 1

Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research, which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
1	After school programmes	£££££	★★★★★	+ 2 months	Low impact for high cost, based on limited evidence
2	Arts participation	£££££	★★★★★	+ 2 months	Low impact for low cost, based on moderate evidence
3	Aspiration interventions	£££££	★★★★★	0 months	Very low or no impact for moderate cost, based on very limited evidence
4	Behaviour interventions	£££££	★★★★★	+ 4 months	Moderate impact for very high cost, based on limited evidence
5	Block scheduling	£££££	★★★★★	0 months	Very low or negative impact for very low or no cost, based on limited evidence
6	Collaborative Learning	£££££	★★★★★	+ 5 months	Moderate impact for very low cost, based on extensive evidence
7	Digital technology	£££££	★★★★★	+ 4 months	Moderate impact for high cost, based on limited evidence
8	Early years interventions	£££££	★★★★★	+ 6 months	Very high impact for very high cost, based on extensive evidence
9	Extended school time	£££££	★★★★★	+ 2 months	Low impact for moderate cost, based on limited evidence
10	Feedback	£££££	★★★★★	+ 8 months	Very high impact for low cost, based on moderate evidence

11	Homework	£££££	★★★★★	+ 5 months	Moderate impact for very low or no cost, based on moderate evidence
12	Individualised instruction	£££££	★★★★★	+ 2 months	Low impact for low cost, based on moderate evidence
13	Learning styles	£££££	★★★★★	+ 2 months	Low impact for very low cost, based on moderate evidence
14	Mastery learning	£££££	★★★★★	+ 5 months	Moderate impact for low cost, based on moderate evidence
15	Mentoring	£££££	★★★★★	+ 1 month	Low impact for moderate cost, based on moderate evidence
16	Meta-cognition and self-regulation	£££££	★★★★★	+ 8 months	High impact for low cost, based on extensive evidence
17	One to one tuition	£££££	★★★★★	+ 5 months	Moderate impact for high cost, based on extensive evidence
18	Oral language interventions	£££££	★★★★★	+ 5 months	Moderate impact for low cost, based on extensive evidence
19	Outdoor adventure learning	£££££	★★★★★	+ 3 months	Moderate impact for moderate cost, based on limited evidence
20	Parental involvement	£££££	★★★★★	+ 3 months	Moderate impact for moderate cost, based on moderate evidence
21	Peer tutoring	£££££	★★★★★	+ 6 months	High impact for low cost, based on extensive evidence
22	Performance pay	£££££	★★★★★	0 months	Low or no impact for moderate cost based on very limited evidence
23	Phonics	£££££	★★★★★	+ 4 months	Moderate impact for very low cost, based on extensive evidence

24	Physical environment	£££££	★★★★★	0 months	Very low or no impact for low cost based on very limited experience
25	Reducing class size	£££££	★★★★★	+ 3 months	Low impact for very high cost, based on moderate evidence
26	Repeating a year	£££££	★★★★★	- 4 months	Negative impact for very high cost, based on extensive evidence
27	School uniform	£££££	★★★★★	0 months	Very low or no impact for very low cost, based on very limited evidence
28	Setting or streaming	£££££	★★★★★	- 1 months	Negative impact for very low or no cost, based on moderate evidence
29	Small group tuition	£££££	★★★★★	+ 4 months	Moderate impact for moderate cost, based on limited evidence
30	Social and emotional learning	£££££	★★★★★	+ 4 months	Moderate impact for very low cost, based on extensive evidence
31	Sports participation	£££££	★★★★★	+ 2 months	Moderate impact for moderate cost, based on moderate evidence
32	Summer schools	£££££	★★★★★	+ 3 months	Moderate impact for moderate cost, based on limited evidence
33	Teaching assistants	£££££	★★★★★	0 months	Very low or no impact for high cost, based on limited evidence

<http://educationendowmentfoundation.org.uk/toolkit/>