



## **One In A Million Free School**

### **Year 7 Catch up Grant 2018 -19**

The Year 7 Catch-up Grant is received for each Year 7 student does not an expected scaled score of 100 in the KS2 tests. This suggests they have not fully grasped the KS2 curriculum so the grant is issued to help these students to catch up. The grant is then used in school to provide additional support for these students in Literacy & Numeracy.

One In A Million Free School (OIAMFS) receives £500 per student, in 2017 -18 the amount received was £15,400.

#### **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 2017 census.	355
Total number of pupils eligible for catch-up funding	30
<b>Total amount received</b>	<b>£15,400</b>

## **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 important baseline assessments, including Literacy, Numeracy, PASS and CATS tests.

Working with communities with significant levels of social and financial deprivation, the progress of some learners is particularly hampered by their literacy levels, therefore the school prioritizes the development of reading, comprehension and writing skills. 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 consists of a devoted space, bookracks, comfortable seating, a work area and an IT section, 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.
- Careers inspiration experiences
- Team building
- Enrichment activities
- 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
- Improved aspiration and confidence
- Improved ability to use English and Mathematics skills in an employment context
- Students receive effective and differentiated lessons based on the accurate use of data.
- Students receive a skills based curriculum that prepares them effectively for the world of work
- Students to enjoy literacy and numeracy tasks for pleasure as well as work.

Focus	Barriers To Learning	Desired Outcomes	Success Criteria	Spend	Chosen Strategies	Evaluation of Impact
Further develop the literacy strategy to close the reading age gap	Low reading ages on entry. 48% of learners have a reading age below their chronological age	To close the literacy gap and improve reading ages as quickly as possible. Especially the practical application of these skills in employment context	Reading ages improve with the majority of Year 7 achieving a reading age of 11 and therefore are Secondary school ready and able to access the curriculum.	The total funding was £15,400 for a total of 30 students	Reciprocal reading programme  Explicit teaching of employability Literacy outputs	
To develop and embed the Numeracy/Enterprise strategy to close the attainment gap	Students identified who were below 100 at the end of Key Stage 2 or in some cases both.	To close the Numeracy gap and improve Maths scores in GL Assessment. Especially the practical application of these skills in employment context	By LC 3 the majority of Year 7 should achieve or be within one sub level of their target grade.		Numeracy/Enterprise Strategy Maths/numeracy skills to taught explicitly across the curriculum.  Enterprise connected curriculum to support acquisition of numeracy skills  Renewed emphasis on Numeracy strategy based on the success of Literacy Strategy	
Establish Accelerate Curriculum Provision to close the gap highlighted during	Low reading ages  Inability to access Secondary curriculum	Successful engaged learners that are motivated and ready to learn with their peers in core subjects in Year 8	Students in accelerates to achieve their target grade by LC3		Primary specialist teacher for core subjects in Year 7	

KS2/KS3 Transition	SEND Lack of maturity or delayed development compared to peers  Low aspirations  Lack of opportunity to be inspired					
To use GL Assessment to accurately assess understanding and use it to plan effectively.	Time to administer tests whilst ensuring students can access it appropriately to ensure the data is robust	All teachers use contextual and performance data to differentiate appropriately.	Students improve attainment and clearly articulate where they are on their learning journey.		Purchase Class Charts subscription and ensure it's application through school MER systems	
Use of Classcharts Software to collate key attainment and contextual information to allow effective differentiated planning	Staff training is required to ensure new staff are up to speed.	All teachers use contextual and performance data to differentiate appropriately.	Students improve attainment and clearly articulate where they are on their learning journey.		Purchase Class Charts subscription and ensure it's application through school MER systems	
Develop a work skills curriculum and assessment system to underpin the	Lack of understanding of the application and relevance of literacy and numeracy in an employment context.	Students close the gap and in addition can demonstrate their skills in an employment context	Literacy, Oracy and Numeracy improves for all students		Developing the OIAM work skills curriculum with employers.  Embedding it as part of	

practical application of Mathematics and English Skills.					our careers and guidance delivery system.	
Develop the use of RM Intelligence to target poor attendance.	Poor attendance affects attainment	Improved attendance	Students show a profile of strong attendance throughout the year in line with their non targeted peers		Using RM Intelligence software to target intervention for low attending students	
To effectively target and use enrichment activities to support closing the attainment gap.	Low confidence and aspiration	Confident, Happy and engaged learners	Improved PASS profile scores, improved attainment, behavior and attendance of targeted students		Ensure full access to the OIAM enrichment provision for targeted students.  Make Enrichment compulsory beyond the basic 20 hours for targeted learners.	

## 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	£££££	★★★★★	0 months	Very low or no impact for low cost based on very limited

	environment				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/>