

**The Thomas Lord Audley School Year 7 Catch-Up Funding 2018/9
Review Summary September 2019**

**Literacy and Numeracy Catch-Up Funding (CUF) Expenditure
(Revised September 2018)**

The Catch-up Funding is allocated to schools for the purpose of raising the attainment of students who are below average in English and/or Maths on transfer from primary to secondary school. For the academic year 2018-19, The Thomas Lord Audley School was allocated £20,821 of CUF.

At the Thomas Lord Audley School, we have worked hard to ensure that students who arrive below average in English and/or Maths make rapid progress to enable them to catch-up with their peers. The progress of our lower ability students has been increasing and the gap between this group and their peers is closing.

“Below Average” in English and/or Maths is described as students who achieve a Key Stage 2 SATs Standardised Score of 99 or below in that subject or those subjects.

Overview of the CUF allocation

	Number	% of Year Group
Total number of students “below average” in English and/or Maths from Primary School. (Year 7 September 2017)	75	46%
Total number of students “below average” in English and/or Maths from Primary School. (Year 7 September 2018)	69	41%

	2017/18	2018/19
Number of students in Year 11 Lower Ability Students	31	21
Progress 8 score for Lower Ability Students	-0.51	-0.08
Progress 8 score for Lower Ability Students in English	-0.5	0.0
Progress 8 score for Lower Ability Students in Maths	-0.2	+0.2

NB. Lower Ability Students for 2017/18 and 2018/19 are students who achieve below a KS2 Level 4. The Standardised SATs score of a 100 (for students in current Year 9 and below) is considered to be broadly in line with the old KS2 4b (4b is a Mid-Level 4)

Barrier: Reading below expected levels			
Intended Outcome	Action	Staff Lead	Impact update on a termly basis (Updated April 2019)
1. Whole cohort			
To enable all students to access whole school programme	Tutor based literacy activities Lessons across the school to include literacy focus lessons, use of lilac paper to identify these. For some of the foci at the start of the year, then yes. Rewards for tutor time literacy activities and for gaining literacy stars across the curriculum	MEC/SWa	Qualitative feedback from student voice and learning walks, shows that students are engaged in the tasks and the tutors deliver the sessions enthusiastically. The sessions have not only upskilled the students on the fortnightly focus, but also raised the profile and awareness of the importance of literacy.
To enable students to progress	Accelerated Reader Programme used in all Year 7 and 8 English classes fortnightly.	SWa/ FB	In the Autumn Term, 119 students made progress and of these 98 students achieved 3 or more sublevels of progress. In the Spring Term, 98 students made further progress and another 15 students made 3 sublevels of progress, bringing the total to 113 students who had made 3 or more levels of progress since the start of the year. Progress has been encouraged through a range of competitions to motivate students such as entering into prize draws for getting 100% on the quizzes and moving up a sub-level. In the Summer Term, all students moved to make a minimum of 3 sub-levels progress with most progress being made by a male student with 61 sublevels of progress.
To raise the profile of reading and change the perception of students about reading.	Raising the profile of reading and reading for pleasure through Book Buzz, Book Clubs and interform competitions.	SWa	A series of book clubs have taken place throughout the year at lunch times for all year groups. There have been 193 visits to book clubs in Year 7 and approx. 25% of the year group got involved in the Book Buzz events. The year group was fully represented in the inter-form competitions. A full programme of activities has been planned for the Library for the Summer Term to raise the profile of the Library. These include a series of competitions and activities as well as the launch of a Library Passport. 30 students attended the Book Tasting event. Number of students using the library increased significantly during Summer term with a wide range of students attending the various activities, including an increased number of boys. Million words competition held through AR lessons and out-of-school reading with our first male winner reading more than 1.5million words in summer term. Many students completed out of school activities as part of the Library Passport with 4 students achieving Platinum award, completing all 10 out of school reading activities.

To enable students to become familiar with and able to use subject specific vocabulary.	Reading homeworks for all subjects – developed within departments, appropriate to the subject area.	MEC/ HODs	Departments have continued to produce and develop reading homeworks. In the summer term, whole school CPD focussed on staff being given support in selecting more challenging texts, reading these texts aloud to students and pre-teaching of challenging vocab. MEC worked with HODs on sharing good practice and individually, where needed , on the selection of appropriate texts. Qualitative feedback from the student voice panel showed that students really thought the challenge of texts had improved and that the pre-teaching of vocabulary was very helpful.
2. Targeted Support			
To improve students' reading comprehension ability and confidence.	Library based Reading 6-week Intervention programme overseen by Literacy Co-ordinator with 12 hours per fortnight timetabled lessons.	6 weekly SWA	Most progress-RA and average progress HT 2 Most progress: 34 sublevels, 30 months. Average: 15.8 sublevels, 11.8 months – 15 students HT 3 Most progress: 31 sublevels, 20 months. Average: 12.4 sublevels, 8.1 months – 30 students HT 4 Most progress: 32 sublevels, 58 months. Average: 15.3 sublevels, 12.3 months – 30 students. HT 5 Most progress: 29 sublevels, 2 years. Average: 17.7 sublevels, 7.33 months – 30 students. HT 6-Not focused on Year 7 during this time.
To both increase motivation and reading comprehension skills.	Purchase and increase in the use of non-fiction texts in order to expose students to the type of texts they are more likely to access across the curriculum and develop strategies to approach this style of text. All students to read at least one non-fiction per reading intervention programme.	SWa	Student Voice feedback has been very positive and students have been very engaged by the non-fiction and made requests for the topic areas they would like to read more of. Students have found they have had greater success on the Star Reader tests and the increase in their reading age has in turn increased their engagement. For more detailed AR and RI programme results, see above. RI programme has increased the number of reading comprehension lessons as part of the programme and student feedback shows increased confidence in tackling reading comprehension tasks.
3. SEND Interventions			
To improve reading skills, social interactions and self-esteem.	Toe by Toe programme Toe by Toe is undertaken in the following formats 1-2-1 once a week for 25 minutes and the overall success of the intervention is scored with "0" expected progress.	RR/KH	The average outcome for the 13 SEND Year 7 students working with peers was +0.46 therefore most had made 6-7 months progress over 6 months. Some students made 2 years progress. The Year 9 Toe by Toe peer mentors provide support and encouragement that has helped to build confidence and relationships so the toe by toe interventions are very successful when measured qualitatively through student voice and teacher observation. Upon entry to the school as a mid-term entrant one year 7 EAL student did Toe by Toe with the EAL Co-ordinator one morning a week, her ability to sound words phonetically improved, and she has become more confident. She did not speak any English upon entry to

			the school and started to speak in English. By the end of the school year, the student had joined the Toe by Toe peer mentor group and she improved her phonics skills resulting in greater fluency in her reading.
To help make text accessible and develop their reading skills	Read Write Gold and Clicker 7 Read Write Gold and Clicker 7 is accessible via student laptops in lessons and at home. It includes such features as a picture/clip dictionary, overlay, font size and pace and voice of reader.	RR/MW	Two SEND Students, one of whom has Irlen's Syndrome (K) and the other Cerebral Palsy (E) in Year 7 use Read Write Gold on their laptops. They use the features that help them to document and read their work e.g. changing background colour, typing, having their work read back to them. Both students report that it has been very helpful and both are making progress across all curriculum areas. It has helped to build the confidence of both pupils, provides respite from writing that is painful to both and gives them ownership over their needs. Two rounds of one planning has shown this to be a successful intervention. At the end of the year one of the year 7 students who used RWG throughout their school day achieved target grades in 13 subjects and the other achieved 8, which was a huge improvement for both on their results in KS2. The EAL students did not have access to Read Write software. However, some subject teachers have used Read Write as a translation tool to help students access the curriculum.
To diagnose individual student's needs.	Lucid Lass Testing Lucid Lass is used to identify students who have dyslexic tendencies so that support with reading can be provided according to the results of this assessment e.g. overlay, enlarged font, extra time.	RR/SM	One Year 7 student has been tested to date though there are plans to assess a further ten. He was found to have severe dyslexic tendencies across all areas and measures have been put in place based on this assessment. He is now better able to access his schoolwork and has an improved sense of self-worth. The EP has also seen him and agrees that an EHCPNA should be requested. Three year 7 students were tested, as the focus had to turn to Year 11 students and KS4 mid-term entrants. Two year 7 pupils were identified as having significant dyslexic tendencies. Strategies and interventions were enacted to support the students to make progress and both students achieved their target grades English and Science with one achieving their target grade in Maths as well.
To improve access to the curriculum and boost self-esteem.	Pre-teaching 1-2-1 for EAL.	RR/KH	There are 12 EAL students in Year 7 although only one student (A) is at Stage A and therefore needs this intervention. Teachers have been consulted with regarding the best time to provide 1-2-1 pre-teaching sessions. Student A received 1-2-1 pre-teaching once a week from Spring term onwards. She made great strides in all aspects of English acquisition including listening, speaking, reading and writing. Towards the summer term, Student A was able to recount a visit to Clacton with her family during the half-term holiday using simple phrases.

To improve students' homework and support them in meeting deadlines.	Homework Club at lunchtime and after school.	LSAs	Students are welcome to attend homework club at lunchtime and after school to receive assistance with homework e.g. having work read aloud to them if needed. Eighteen Year 7 students attend homework club on a weekly basis and this is reflected positively in their HP scores. Pupil and Parent voice comments indicate that the students find it extremely helpful to have time and resources made available at school to complete homework; it improves the quality of their home life. Homework club supervisors also provide feedback to teaching staff on how accessible the work is for students who attend and the homework has been further differentiated because of this.
To enable specific students to be able to focus on text.	Coloured overlays provided for students if they require them.	RR	Eleven Year 7 students use coloured overlays. Spare overlays have been provided to staff for the students who regularly forget to bring them. The students are involved in choosing the colour that works best for them and they have been using them in their lessons when encouraged by their teachers and LSAs to do so. Ten of the eleven students in year 7 who used the coloured overlays recorded an increase in their reading ages after a 6-month period.
To enable specific students to be able to focus on and access text.	Modified test papers and materials for lessons up to size 18 font. Materials are provided in class of a larger size font or emailed to the student so they can use them as electronic documents adjusting them as their needs dictate	RR	Three Year 7 pupils have work in an enlarged font and in two rounds of one planning and this has been reported to be successful. Students who use laptops who could have had work produced in a larger font do not require this as they enlarge it electronically. Two year 7 pupils who needed enlarged font though didn't use a laptop achieved two or more of their core subject target grades and increased their reading ages by 6 months over a 6-month period.
To enable teachers to plan for students when doing reading in lessons.	Bespoke strategy sheets are provided as part of one planning for students with dyslexic tendencies. They are updated termly with the student identifying strategies that help them to be able to read more successfully in lessons.	RR	All of the 30 Year 7 pupils on the SEN register have bespoke strategy sheets that are reviewed termly as part of one planning. These are available to all staff who work with the students and teachers use them to inform High Quality or Quality First Teaching. The students are involved in identifying and reviewing the strategies that work for them.
To check progress.	Biannual spelling and reading tests for all SEN pupils.	RR	Reading test average outcome for Year 7 is +0.41 and for spelling is +0.34 so overall, they are performing above expectations. Reading Ages: 12.4% of pupils had up to one year's progress in their reading ages; 4.2% of students increased their reading age between 1 and 2 years and 5.2% of students increased their reading ages by more than 2 years over a 6-month period. Spelling Ages: 37% increased their spelling age up to one year; 22% increased their spelling age between 1-2 years and 8% increased their spelling age by more than 2 years over a 6-month period.

			EAL: Student A spoke English for the first time at Spelling Club, March 19 (KH had not heard Student A speaking at all since joining TLA in Nov 18). She improved her phonic skills and can apply this to spell simple words and improving vocabulary knowledge. Student T became more confident in forming more complex sentences using adjectives and adverbs as well as improving his spelling skills.
To enable students to access the curriculum and progress	In-class support in almost all Year 7 English classes that have a high SEND cohort. Four LSAs have Maths as a specialism and where possible consistency of support is provided.	RR	This reflects direct LSA support in English lessons for Year 7; they have in class support for 21 lessons a fortnight in various X and Y lessons. This has helped to provide supervised mind and body breaks for students with ADHD and enabled 1-2-1/ small group support in the lessons when necessary. It has also assisted pupils to regulate their emotions when feeling overwhelmed so that they are more able to learn. In English, Maths and Science the Year 7 students achieved their target grades with support from LSAs in their classes: 3 core subject grades: 12.4%, 2 core subject grades: 12.4%, 1 core subject grade: 3.11%

Barrier: Writing at length below expected levels

Intended Outcome	Action	Staff Lead and Review Date	Impact (Updated April 2019)
1. Whole cohort			
To provide intervention and support to improve students' ability to write well at length in subjects	Provide HOD training and management time to adapt SOW to increase opportunity to improve students' extended writing	MEC	Departments have adopted their own approach to planning and preparing students for extended writing, as appropriate for their department's needs. This might include planning sheets, model answers, shared writing etc. The literacy tutor time programme for the Autumn Term revisited skills such as expressing opinions to support students with their writing, which student voice feedback reported as being useful.
2. Targeted interventions			
To identify the gaps in learning and improve outcomes in line with national expectations.	Use of gap analysis and planned differentiated approaches in year 7 maths and English sets.	LAB/ LBR	<u>English</u> 52 students arrived with a score of 99 or below. Of these 48 students (92%) were within two-thirds of a level of their target by the end of the year (and therefore are on track to have a Progress 8 score of 0 or better at the end of Year 11). 27 (52%) were meeting or exceeding their end of year target and therefore are on track to have a positive Progress 8 score. <u>Maths</u>

			49 students arrived with a score of 99 or below. All of these students (100%) were within one-third of a level of their target (and therefore are on track to have a Progress 8 score above 0 at the end of Year 11). 31 (63%) were meeting or exceeding their end of year target and therefore are on track to have a positive Progress 8 score.
3. SEND Interventions			
To improve writing speed	Support for students including handwriting	RR	Fourteen Year 7 pupils receive a weekly intervention of 25 minutes for their handwriting, 9 of the 14 are SEND. Two students who attend use laptops, so they focus on number and symbol formation. The students appear to be enjoying the sessions, are being diligent and they have appreciated the help. The students had an excellent attendance record and enjoyed coming to the sessions. They improved the quality of their handwriting according to their teachers who found their work to be more legible and the students to be more confident. Their speed of recording in lesson as well as presentation improved.
To enable students to produce written work in line with their potential.	Laptop with support for using the device to record and receive work.	RR/ MW	Seven Year 7 students use laptops on a regular basis in class for a variety of reasons e.g. dyspraxia, PNI (CP), Irlen's Syndrome, though two are not currently on the SEN register as their needs have not been investigated fully however, they have been referred to PCT with parental permission. The students have supervised time in the Learning Academy to print, save using folders, email and learn how to send and receive work and this is as often as required though on average one morning a week. EAL: Student A relied heavily on her own tablet for translating and communicating with others. Student T used his own laptop in lessons to support his writing and became independent. SEN: One student who had use of a school laptop in lessons and utilised it daily achieved his target grades in 11 subjects. One student who used a laptop provided by home achieved 13 target grades. It has become the way of working for the students and if continues can be protected as part of their access arrangements in Years 10 and 11.
To enable to access text and produce their own writing.	Read Write Gold with accompanying earphones.	RR/ MW	Two year 7 students currently use Read Write Gold and have earphones to use in lessons. Cost allocated is for the earphones to use in class. One student achieved 79% and the other student achieved 93% of their target grades.
To enable the students to be able to produce more written work in an allocated amount of time.	Support for touch typing	RR	Seven Year 7 students (2 not SEND) attend touch-typing sessions though only two have been doing this for long enough to ascertain quantitative data. The Quantitative data makes clear that both students assessed have been making expected progress (0) with speed and accuracy.

			One student who had use of a school laptop with accompanying touch-typing lessons achieved his target grades in 11 subjects. One student who used a laptop provide by home with accompanying touch-typing lessons achieved 13 target grades. It has become the way of working for the students and if continues can be protected as part of their access arrangements in Years 10 and 11. Neither student needs touch typing lessons next year, as they are accurate and efficient typists.
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Barrier: Numeracy skills below expected levels			
Intended Outcome	Action	Staff Lead and Review Date	Impact (Updated April 2019)
1. Whole cohort			
To raise the profile of basic numeracy skills and engage students.	Fortnightly tutor based activities to develop students' basic numeracy Term 1- times tables Term 2 – multiplication – 3 methods (column, grid and Napier's bones) Term 3 – division, including decimals and remainders Rewards for tutor time numeracy activities and for gaining numeracy stars across the curriculum where appropriate.	FL	Term 1 – every very form improved the average times table score of their tutees. Year 7 89% students improved Term 2 - every form improved the average multiplication score of their tutees. Year 7 72% students improved Term 3 – Every form improved the average division score of their tutees. Students in Year 7 improved by 39% on average. 70% of the students in Year 7 made an improvement.
2. SEND Interventions			
	In-class support in almost all Maths classes that have a high SEND cohort. Four LSAs have Maths as a specialism and where possible consistency of support is provided.	RR	This reflects direct LSA support in Maths lessons for Year 7; they have in class support for 27 lessons a fortnight in various X and Y lessons. This has helped to provide supervised mind and body breaks for students with ADHD and enabled 1-2-1/ small group support in the lessons when necessary. It has also assisted pupils to regulate their emotions when feeling overwhelmed so that they are more able to learn.