

**Year 7 Catch-Up Funding (CUF) Expenditure 2017-18 Review
(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 Reading. For the academic year, 2017-18, every schools' allocation of CUF was calculated using a proportion of the previous year. The Thomas Lord Audley School was allocated £20,821 of CUF for 2017-18.

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	Percentage of Year group
Total number of students “below average” in English and/or Maths from Primary School. (Year 7 September 2016)	79	48%
Total number of students “below average” in English and/or Maths from Primary School. (Year 7 September 2017)	75	46%

	2016/17	2017/18
Number of students in Year 11 Lower Ability Students	24	31
Progress 8 score for Lower Ability Students	-0.64	-0.51
Progress 8 score for Lower Ability Students in English	-0.3	-0.5
Progress 8 score for Lower Ability Students in Maths	-0.4	-0.2

NB. Lower Ability Students for 2016/17, 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)

Year 7 Catch-Up Funding 2017/18 Expenditure and Review

	Barrier	Aim	Activity Summary	Success Criteria	Impact 2017/18
1	Student Progress and Achievement	Provide intervention and support to improve students' reading ability other students.	<p>Library based Reading 6-week Intervention programme overseen by Literacy Co-ordinator with 12 hours per fortnight timetabled lessons.</p> <p>Accelerated Reader Programme used in all lower school English classes fortnightly.</p>	Identified students' reading age improves	<p><u>Library Based Intervention programme</u></p> <p>Most progress-RA Aut 1: 5 years Aut 2: 6 years 1 month Spr 1: 5 years 6 months Spr 2: 4 years 7 months Sum 1: 2 years 9 months Sum 1: 3 years 4 months</p> <p><u>Accelerated Reader Programme</u></p> <p>22% (40 students out of 180) have improved reading ages by 2 years or more. 70% (126 students out of 180) have improved reading ages by 6 months or more. SEN progress-Year 7-average improvement = 17 sublevels and Year 8 average improvement = 13 sublevels PPG progress-Year 7-average progress=16 sublevels and Year 8-average progress-16 sublevels Number of students achieving above 10 sublevels progress-138 out of 159 (87%) in Year 7. Number of students achieving above 10 sublevels progress-132 out of 163 (81%) in Year 8.</p> <p>In Year 7, 100% of students improved their AR level across the year. In Year 8, 97% of students improved their AR level across the year.</p>
2	Student Progress and Achievement	Provide intervention and support to improve students' ability to write well at length	<p>Withdraw students who have the lowest literacy levels and replace MFL lessons with additional literacy lessons. (2 per week)</p> <p>Provide HOD training and management time to adapt SOW to increase opportunity to improve students' extended writing</p>	Students' work in books can be seen to include improved extended written answers	<p>Literacy Lessons: 5/6 Year 7 students achieved above their school target in English. 1/6 achieved target.</p> <p>Regular Extended Writing opportunities planned into all schemes of work, as appropriate for the subject, as well as opportunities for planning for quality answers, shared writing, model answers and feedback. Clear evidence seen in all half-termly workbook scrutiny where the majority of staff were consistently graded as good or better in this area. Learning walks highlighted areas of good practice across a wide range of subjects.</p>

			<p>Tutor based literacy resources</p> <p>Literacy Co-ordinator salary (contribution)</p> <p>Lessons across the school to include literacy focus lessons, use of lilac paper to identify these.</p> <p>Rewards for tutor time literacy activities and for gaining literacy stars across the curriculum</p>		<p>Student voice feedback showed students in all year groups had gained in confidence in their ability to write at length through the focus on extended writing and that they were able to apply the strategies introduced in tutor time in a range of their lessons.</p> <p>3805 literacy stars were awarded to Year 7 students for literacy-based activities.</p>
3	Student Progress and Achievement	Provide intervention and support to improve students' numeracy skills	<p>Numeracy Co-ordinator salary (contribution)</p> <p>Tutor based activities to develop students' basic numeracy</p> <p>Provide HOD training and management time to adapt schemes of work to increase opportunity to improve students' numeracy skills</p> <p>Pixl Timestable App</p> <p>Numeracy rewards for tutor time activities linked to numeracy.</p>	<p>Students are supported across the curriculum to develop numeracy skills. Evidenced in schemes of work and workbook scrutiny.</p>	<p>Tutor time topics: Percentages, increase/decrease, sharing into a ratio, recipes, best value, speed/distance/time, time, bar charts, line graphs, pie charts, and averages.</p> <p>Numeracy activities seen in all department areas – evidenced in workbook scrutiny.</p> <p>Numeracy student panel cited that assemblies helped them realise what it means to be numerate and tutor time activities increased their confidence in the skill areas covered.</p> <p>Lower ability students with an end of KS2 Maths Score < 100 - 31/34 met or exceeded their Year 7 target for Maths last year and therefore in line with national expectations.</p> <p>4200 stars were awarded for numeracy-based activities.</p> <p>The tutor group with the most stars each term in each year group won a cake break - approximately 90 donuts were received by Year 7 students in the winning tutor groups.</p>
4	Student Progress and Achievement	Provide intervention and support to improve	<p>Maths Teacher CPD</p> <p>Maths department resources</p>	<p>Maths lessons, in particular, include</p>	<p>Had a large focus on embedding numbers skills through the teaching of other topics. Department time has been built into the CPD programme to allow staff time to share resources and do joint planning.</p>

		students' problem solving skills	Maths scheme of work development in line with Trust developments	<p>problem solving tasks. SOW across the curriculum involve independent learning activities.</p>	<p>Department CPD has focussed on improving problem solving skills, which is essential with the developments in the new 9-1 GCSE. This has involved the purchase of a manipulatives box of equipment for each classroom. This has proved invaluable for students who need a more concrete visual aid to help them access the problems. Lesson observations of staff have shown that the use of manipulatives made the work more accessible for the weaker students, especially through the topic of ratio.</p> <p>Starter of the day focussing on developing skills in the 'bar model' has allowed staff to focus on building skills of problem solving. Photocopying the questions, and teacher lead examples, has enabled students to attempt the task whatever their reading and writing ability.</p>
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