

**The Thomas Lord Audley School Year 7 Catch-Up Funding 2019-20
Action Plan**

Literacy and Numeracy Catch-Up Funding (CUF) Expenditure

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 2019-20, The Thomas Lord Audley School was allocated £21,000 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%
Total number of students “below average” in English and/or Maths from Primary School. (Year 7 September 2019)	69	42%

	2017/18	2018/19	2019-20 Predictions
Number of students in Year 11 Lower Ability Students	31	21	19
Progress 8 score for Lower Ability Students	-0.51	-0.08	+0.12
Progress 8 score for Lower Ability Students in English	-0.5	0.0	+0.1
Progress 8 score for Lower Ability Students in Maths	-0.2	+0.2	+0.0

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 all other students in current 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
1. Whole cohort			
To enable all students to access whole school programme	Tutor based literacy activities which focus on the explicit teaching of challenging vocab, enable access to challenging texts as well as the teaching of reading strategies, such as prefixes. Rewards for tutor time literacy activities, literacy competitions and for gaining literacy house points across the curriculum.	MEC	
To enable students to progress	Accelerated Reader Programme used in all Year 7, weekly for term 1, and Year 7 and 8 English classes fortnightly (Term 2 and 3 for Year 7). Development of Home-School Reading Log to increase parental involvement in students' reading through encouragement and expectation of listening to their child read for a duration of 20 minutes over a 1 week period. Development of Reading Homework worksheets for Year 8 to create opportunities for parental involvement and student responses to what they have read. Students to utilise log books and worksheets when testing on books. Rewards link to completion of this on half-termly basis.	SWa/ FB	

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. Development of additional library activities to raise the profile of the library. Attendance at these activities linked to the rewards system. Improved parental involvement through Parent/Student book clubs.	SWa	
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. Use of lilac paper to identify these.	MEC/ HODs	
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. Emphasis on developing reading skills when reading aloud but also comprehension through dedicated reading comprehension sessions timetabled into programme.	6 weekly SWA	
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. Development of range of non-fiction reading comprehension activities to be utilised through Reading Intervention programme.	SWa	
3. SEND/EAL 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 or as part of a pupil mentoring programme with Year 7 students being mentored by Year 9 peers. It is anticipated that twelve Year 7 students will be involved, and it is a morning registration intervention. The students will be working	RR (SN/AJ)	

	in groups with their mentors. The overall success of the intervention is scored with "0" expected progress.		
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. It is anticipated that six year students will be using Chromebooks and will access RWG.	RR (SRO/KH)	
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	
To improve access to the curriculum and boost self-esteem.	Pre-teaching 1-2-1 for EAL.	RR/KH	
To improve students' homework and support them in meeting deadlines.	Homework Club at lunchtime and after school every day and Year 7s have been a target group. Notification has been made to students through one planning, newsletter advertisement and posters in Year 7 Form Rooms.	RR/ZS	
To enable specific students to be able to focus on text.	Coloured overlays provided for students if they require them.	RR/SM	
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/SM	
To enable teachers to plan for students when	Bespoke strategy sheets are provided as part of one planning for students with dyslexic tendencies or Irlen's Syndrome. They are updated termly with the	RR	

doing reading in lessons.	student identifying strategies that help them to be able to read more successfully in lessons.		
To check progress.	Biannual spelling and reading tests for all Year 7 SEN pupils undertaken as part of one planning. All EAL students upon entry are tested and their English fluency stage identified and communicated with staff.	RR/KH	
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. One LAC student has been having a scribe for a term in Humanities and English pending an EP assessment. Four LSAs have Maths as a specialism and where possible consistency of support is provided.	RR/SM	
To improve the students' ability to spell in English.	EAL Morning Intervention Spelling Club	KH	
To improve the student's engagement with reading for pleasure.	Morning intervention based on house team whereby an LSA reads with a student or group of students from the same shared text using echo, choral and paired reading.	RR/SM	
To improve the student's engagement with reading for meaning.	1-2-1 interventions include whole school reading strategies linked to development of Tier 1, 2 and 3 vocabulary that is subject specific.	RR	

Barrier: Writing at length below expected levels

Intended Outcome	Action	Staff Lead and Review Date	Impact update on a termly basis
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. Use of lilac paper to identify extended writing.	MEC	
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	
3. SEND Interventions			
To improve writing speed	Support for students including handwriting	RR/DK	
To enable students to produce written work in line with their potential.	Laptop and or Chromebook with support for using the device to record and receive work.	RR/KH/SRO	
To enable to access text and produce their own writing.	Read Write Gold with accompanying earphones.	RR/KH/SRO	
To enable the students to be able to produce more written work in an allocated amount of time.	Support for touch-typing.	RR	

Barrier: Numeracy skills below expected levels

Intended Outcome	Action	Staff Lead and Review Date	Impact update on a termly basis
1. Whole cohort			
To raise the profile of basic numeracy skills and engage students.	Fortnightly tutor-based activities to develop students' basic numeracy <u>Year 7</u> Term 1- times tables Term 2 – multiplication – 3 methods (column, grid and Napier's bones) Term 3 – division, including decimals and remainders	JW	

	<u>Years 8 to 11</u> Term 1- real-life contexts e.g. Energy bills, currency conversion etc. Term 2 & 3 – Details to be confirmed Rewards for tutor-time numeracy activities and for gaining numeracy stars across the curriculum where appropriate.		
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	