

Y7 Catch Up Funding Plan Academic Year 2017/18

Context of Academy

John Whitgift Academy draws directly from the local community with the majority of pupils living within walking distance. The vast majority of its intake comes from its eleven main feeder primary schools. As the reputation of the school continues to improve the student population is growing. There are 39 more students in the current Year 7 than left Year 11 in 2017. This is expected to improve further in 2018 in light of the fantastic progress made by the Academy.

The Academy converted in September 2011 as part of the School Partnership Trust group of academies. Its predecessor school (Whitgift School) was graded as satisfactory. The culture within the predecessor school was very much one of low aspirations in all areas including teaching, learning, achievement, behaviour and attendance.

The academy was judged as having Serious Weaknesses in May 2016. The new and current principal was appointed for June 2016. There are 435 students on roll. 52% are eligible for disadvantaged pupil funding, 10% SEND and 6 CIC. The primary focus has been on improving behaviour, developing leadership, redesigning the curriculum and driving forward improvements in teaching and learning to raise student progress and attainment. Recruitment in the core subjects has historically been a significant barrier to improvement but the current profile of teaching is now much improved following key appointments in many subjects and particularly in the leadership of maths and science. A number of the less effective teaching staff have now left the Academy.

There has also been a change of leadership in the trust at CEO level and this has resulted in a positive change of culture across the organisation. The trust is now known as Delta Academies Trust. The trust provides effective challenge and support to the Academy. This is co-ordinated by the Director of Education working directly with the academy on improvement priorities on a regular basis. The Academy is supported by a number of subject directors in key areas.

The academy is a smaller than average school. The majority of pupils live in areas containing significant pockets of deprivation characterised by high unemployment, an inadequate employment base, low average income levels, rundown housing estates, poor health and a degraded urban environment. The proportion of pupils eligible for free school meals is above the national average. Pupils within the Academy are mainly White British while the number of pupils who speak English as an additional language is just above the national average.

There are currently 2 students who attend Alternative Provision

In just one year under the leadership of the new Principal the Academy has shown that it has the capacity to bring about significant positive change.

Our current Catch Up intake:

Year	Total	Boys NS	Girls NS	Achieving Standard	Not Achieving Standard
7	116	26	18	72 (62%)	44 (38%)
8	115	24	32	59 (51.3%)	56 (49%)

Objectives of Catch Up Spending

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).

Targeted intervention: To develop students' literacy skills through the provision of a range of personalised reading schemes delivered in small groups including:-

Accelerated Reader – A programme which we operate both in class and on a withdrawal basis depending upon need. It is a very effective programme, tracking reading comprehension. It is best used with pupils who are 3 to 4 years below their chronological expectation and enhances reading comprehension age by 6 months to around 4 years.

Success maker - is an adaptive and prescriptive scheduling intervention program delivering both reading and math curriculum. Stealth formative assessments adjust instruction with every click, swipe, and student response. There's less frustration and stress for learners. Individual learner paths guide the student to targeted performance goals. Prescriptive scheduling tells you when students will reach key milestones, and dynamic reporting provides data to intervene when it matters most.

To develop students' numeracy skills through:

Targeted intervention -identified students to receive targeted numeracy support and intervention- students are grouped to meet individual needs where appropriate.

Numicon – Based on a proven concrete-pictorial-abstract approach, Numicon encourages children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts

Ninja Maths - is a Key Stage 3 numeracy intervention designed to fill gaps in students' basic mental calculation strategies and also to empower them with the numeracy skills and fluency required to fully access GCSE Maths concepts when they move to Key Stage 4 study.

Amount of Year 7 Catch Up Funding Received 2017-18	
Total number of pupils who catch up funding has been allocated to	44
Total amount Year 7 Catch Up Funding Grant	£9711

Year 7 Catch Up Funding Plan 2017/18
The funding has been used to provide additional intervention sessions as shown above across numeracy and literacy to catch up those who are not secondary ready

Year 7 Catch Up Funding Spend by item / project			
Item / Project	Cost	Objective	Outcome
A proportion of Teacher/Teaching assistant salary	£1845	To ensure the tracking and administration of reading programs are robust and accurate	
Intervention Packages	£6100	To enable a variety of catch up programs to take place.	
Dyslexic/Dyscalculia Assessment	£100	To ensure that pupils have rightly been identified	
Additional Interventions	As appropriate		
Total	£9711		

Total CUF Received	£9711
Total CUF Expenditure	£8065
CUF Remaining	£1666

Year 7 Catch Up Funding Review 2016/17

The funding has been used to provide additional intervention sessions as shown above across numeracy and literacy to catch up those who are not secondary ready

ENGLISH							Notes
		Autumn	Spring		Summer		
		% Expected Progress	% Expected Progress	Difference	% Expected Progress	Difference	
Year 8	All	75.00%	79.50%	4.50%	94.30%	19.30%	
	Dis	68.30%	80.40%	12.10%	92.50%	24.20%	
	Catch-up	66.00%	76.40%	10.40%	96.00%	30.00%	
Year 9	All	70.20%	77.30%	7.10%	85.00%	14.80%	
	Dis	64.30%	73.20%	8.90%	75.00%	10.70%	
	Catch-up	41.70%	58.30%	16.60%	66.00%	24.30%	
		APS	APS	Difference	APS	Difference	
Year 10	All	2.4	2.5	0.1	2.9	0.5	ie 0.5 is half a grade improvement
	Dis	2	2.1	0.1	2.4	0.4	
Year 11	All	3	3.3	0.3	3.6	0.6	
	Dis	2.7	3	0.3	3.2	0.5	

MATHS							Notes
		Autumn	Spring		Summer		
		% Expected Progress	% Expected Progress	Difference	% Expected Progress	Difference	
Year 8	All	85.60%	86.50%	0.90%	91.00%	5.40%	
	Dis	82.40%	85.50%	3.10%	83.20%	0.80%	
	Catch-up	82.40%	85.20%	2.80%	89.60%	7.20%	
Year 9	All	53.00%	64.60%	11.60%	75.90%	22.90%	
	Dis	47.60%	65.00%	17.40%	67.00%	19.40%	
	Catch-up	41.70%	43.70%	2.00%	53.00%	11.30%	
		APS	APS	Difference	APS	Difference	
Year 10	All	2.4	2.6	0.2	2.7	0.3	ie 0.3 is one third of a grade improvement
	Dis	1.9	2.1	0.2	2.2	0.3	
Year 11	All	3.1	3.2	0.1	3.4	0.3	
	Dis	3.1	3.2	0.1	3.2	0.1	