



Silverdale  
School and Primary ARP

# **Year 7 Catch-up Funding Report**

**2019/2020**

1. Summary Information					
School	Silverdale School				
Academic Year	2018/2019	Total Year 7 Catch-up Funding	£3600	Date of Most Recent Year 7 Catch-up Funding Review	June 2019
Total number of pupils	9	Number of pupils eligible for Year 7 Catch-up Funding	8	Date for next internal review of this strategy	June 2020

2. Current Attainment: Year 7	Pupils eligible for Catch-up Funding (your school)
% Achieving expected standard or above in reading (as measured in the school)	100%
% Achieving expected standard or above in writing (as measured in the school)	100%
% Achieving expected standard or above in maths (as measured in the school)	50%
% Achieving expected standard or above in reading, writing and maths	50%

3. Planned Expenditure					
Academic Year	2019/2020				
i. Targeted Support					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Small focused group intervention for English	An intensive literacy programme is delivered by learning support assistants before school and/or withdrawal from lessons to focus on key literacy skills tailored to the needs of the students.	Overall, reading interventions generally have a positive effect on pupils' attitudes towards reading. Further, they appear to have a moderate, positive effect upon general learning ... Writing interventions assessed were found to be effective by the EEF. (Education Endowment Foundation, 2017d).	Termly assessments will be monitored and individual progress measured to check that gaps in students' knowledge is decreasing.	AH	Termly
Small focused group intervention for Maths using specifically targets Maths textbooks for use as the intervention	An intensive Maths programme is delivered by learning support assistants before school and/or withdrawal from lessons to focus on key numerical skills tailored to the needs of the students with the aim to accelerate the rate of progress and close the gap for less able	The few numeracy interventions which have been trialled with year 7 pupils have not proven to be effective. Nevertheless, there is promising evidence from interventions trialled at primary schools which could be applicable to older low-attaining pupils, including one-to-one and group	Termly assessments will be monitored and individual progress measured to check that gaps in students' knowledge is decreasing.	DAG	Termly

	mathematicians and 'close the gap' between their current attainment and age related expectations.	programmes, therefore the use of good textbooks as an intervention form are deemed better for accelerating progress than specific intervention programmes.			
Purchase Fresh Start resources for students working at low KS2 outcomes	To accelerate the rate of progress and close the gap for less able readers who struggle with reading and writing.	The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.'	Reading data will be monitored closely and staff leading the Fresh Start sessions with students will regularly assess individual progress against the RWI assessments.	AH	Termly

## ii. Other approaches

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Set up a library area within the Intervention Room and promote books around school to encourage reading	To provide students with a range of literature supporting their reading skills and promoting reading for pleasure.  Introduce a twice weekly reading session within Tutor time in which the students can read independently for pleasure or listen to the Tutor reading a whole class novel chosen from the library.	School libraries have been found to have an impact on pupils' reading enjoyment, reading behaviour and attitudes towards reading. Motivation and attitudes in particular have been connected to school library use. Several personal and interpersonal outcomes, such as self-esteem and the feeling of success and accomplishment, have also been associated with school library use.	Twice weekly whole class/individual reading to take place during Tutor time for Year 7 led by AH.  Use of the library area during English and other lessons to be monitored through staff meetings and discussions with students in Student Council/questionnaires.	AH DB	Termly
Purchase a range of printed, audio and iBook's for students to access	To widen the range of resources available which meet the needs and interests of all students and further improve reading progress.	The Commission on Reading reports: "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." Studies have shown that audio books help students expand their vocabulary and develop reading fluency because they can listen to books that would be difficult for them to read.	A range of audio books will be purchased and made available for students to access as an extension activity, used by teaching staff as part of their lessons and made available to students during leisure time with new audio books promoted through posters around school and in the library area.	AH DB	Yearly
Purchase e-reader pens to support the reading and writing development of students in both English and Maths	To provide students with the ability to read independently therefore accelerating reading progress and the ability to read mathematical questions independently.	<b>Scanning pens</b> help with the reading of hardcopy text such as books, newspapers and magazines. They scan the text one line at a time and can then read the text back aloud and provide definitions of any specific word. This eases the reading process, builds vocabulary and improves pronunciation.	Discussions between staff and SENCo will take place to discuss the implementation and use of the e-reader pens and to monitor how effective they are for individual students.	AH EW	Termly
<b>Total Budgeted Cost</b>					<b>£3200</b>

#### 4. Additional Detail

