

2016-17 Year 7 Catch-Up Funding Plan



Whole-college target:		Ensure students who did not meet the expected standards in English and Mathematics at the end of Key Stage 2, make progress in line with their peers by the end of Year 7.				Overall Lead: AGW	
Where are we now?		We have received £17, 745 for the academic year 2016-17 and have 93 students eligible for the programme, which equates to £191 per student. This is significantly below the threshold of £500 from 2015-16.					
Milestones	Start / end?	Who? Lead in bold	Cost	Actions (inc. CPD req.)	Desired outcome/ success criteria	Review & evaluation. Evidence	
Specialist teaching for students who did not achieve at least level 4 in reading or mathematics at the end of Key Stage 2 (0.1 FTE Specialist KS2/3 Teacher and 0.2 FTE Specialist LSAs costed).	Sept 2106 - July 2017	KLK HUR LEW PIL	£9254	Bespoke curriculum, with literacy and numeracy interventions accounting for 44% of their contact time in the week; Specialist teaching room which is well resourced, ensuring there are no barriers to learning;	The majority of students in the Nurture Base who have the greatest 'gap' to close will be making at least progress in line with their peers by the end of Year 8.	Dec: Many students making progress in line with their peers, but some sub-groups require additional interventions.	
Specialist literacy and numeracy teaching packages to 'close the gap'.	Sept 2106 - July 2017	KLK HUR LEW PIL	£1256	The delivery of specialist phonics and numeracy packages such as Read Write Inc. will help students in the consolidation of basic skills.		Dec: Many students making progress in line with their peers, but some sub-groups require additional interventions.	

Additional support from Torbay LA Educational Psychologist.	Jan – July 2017	KLK	£1200	EP to work with KLK to identify need and assess students for support; EP to provide family mapping and therapy.	All staff are equipped with appropriate strategies and interventions to support the learning of this target group effectively.	Dec: EP not yet engaged with any students. This is due to begin in January 2017.
Accelerated Reader Programme (10% of total cost of College license of AR programme costed).	Sept 2106 – July 2017	LSE BCT	£393	Students engage with reading at least 30 minutes per day, with additional time provided for those in the Nurture Base; Students engage with the quizzing to ensure information is understood and recalled; Students actively encouraged to engage with Library activities, particularly before and after school.	Bring the reading age of the majority of students in line with or above their chronological age.	Dec: Awaiting further testing to measure the impact of this intervention.
Designated LSA support to support learning across the curriculum (0.5 FTE Learning Support Assistant to support the Nurture Group in curriculum time other than literacy or numeracy costed).	Sept 2106 – July 2017	KLK PKE	£5356	KLK to delegate LSA to this group, keeping rotation of staff to a minimum; Designated LSA to capture observations to share with teaching staff and KLK; Build relationships with targeted students and develop trust and confidence.	Students build a strong relationship with a member of staff, who knows the students well and can support learning across the curriculum.	Dec: Students are well supported in non-core lessons and Autumn Data drop supports this, with the significant majority making at least expected progress.
Enhanced Key Stage 2 to 3 transition programme.	May – July 2016	AGW KLK SML FSK	£250	KLK to meet with respective SENDCOs and identify students for enhanced transition; Develop a fun programme for the day to build self-esteem and self-confidence and begin to	Students are keen to begin at The Spires College in September and there are no specific barriers to a	Dec: Students engaged well with the interventions and were able to build a positive circle of friends. Students felt confident

				establish purposeful relationships with other students and staff.	positive transition from KS2 to KS3.	about relationships with staff and know their way around the college well.
Homework Intervention.	Jan – July 2017	SML HUR	£75	Provide regular contact time within the Nurture Base to access resources and ICT to support homework tasks; Teach students the basic skills of prioritising and organising time, so that deadlines are met.	Students are able to manage and organise their time to keep homework tasks to the best of their ability.	Dec: This intervention has been added during the academic year, in response to Thrive Assessments where organisation was cited as a weakness.
Summer School.	Aug 2016	AGW	Nil	All students actively encouraged to attend; Letters sent to parents about this key event; Programme to incorporate literacy and numeracy activities to begin to identify barriers to learning; Develop a fun programme for the week to build self-esteem and self-confidence and begin to establish purposeful relationships with other students and staff.	Students are keen to begin at The Spires College in September and there are no specific barriers to a positive transition from KS2 to KS3.	Dec: This programme has supported the transition programme well, with attendance above national average and students engaging well with learning. No significant barriers evident to learning evident in Autumn Term.
Total Expenditure			£17,784			