



1. YEAR 7 CATCH UP IMPACT STATEMENT: Review of expenditure 2016-17

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Year 7 Catch up, literacy	Period 6 Reading club	<p>Early in the year the group had great success in attracting a range of pupils from across the different year groups, which included many year sevens, and engaged them in the library and engaging with personal and social reading. The effect was diminished somewhat when the member of staff left at Eastertime.</p> <p>Texts bought in have been utilised in English reading lessons to help lower level students access reading and enable them to progress when they may not have been able to with the more difficult texts that they would have had to previously choose.</p>	KMD will still be running reading based activities such as the Hampshire book award and Bookbuzz (through English reading lessons) as well as having the lower level texts available for our weaker readers. The library will be – being advertised this year in a more prominent way to encourage students to use it for personal and social reading, but not on a specific night.	<p>£500 plus staffing</p> <p>£1900 resourcing for lower level texts</p>
	Tutor Time Peer Coaching	Develop confidence in reading for pleasure and reading skills in both year groups (10 and 7) Older pupils take on leadership roles and can develop own skills at same time		£3000 staffing costs



	XC teaching and Learning group	<p>Staff better informed and confident in use and identification of terms in curriculum areas, as well as the ability to discuss and help students in lessons</p> <p>Better understanding of how new curriculae can integrate literacy and build on the knowledge of new y7's</p> <p>As above. Bespoke Literacy strategy for depts Depts develop and share bespoke resources XC where appropriate. IE AQA courses...</p>	<p>Although RLS worked with several staff on their understanding of Literacy in their subject areas and assisted them in honing their skills, more needs to be done this year to make it a specific and organised action, especially with the rigour of the new GCSEs in other subjects this year.</p> <p>Some work was initiated with PE on the nature of their new GCSE and the areas on which they need to improve responses from the y10 (current y11) students in relation to their longer answers, and this needs to be continued and built upon.</p> <p>The student talk/ Literate student group will be focussing on these aspects and element of Cross-Curricular collaboration to drive Literacy for staff and students with the aim of improving understanding and responses.</p>	£150
	Trips/ visits	<p>Promote Literacy based trips such as local library and standard English ones such as theatres, as well as working with other subjects to ensure that when students go out on trips in other curriculum areas there is a Literacy element to their work/ focus</p>	<p>No trips were organised but the funding was used to organise and run an author visit for year 7 from Ali Sparkes. This was a great success and involved the cohort and smaller groups of PP and low level reading students.</p> <p>This will be repeated for next year and Ali Sparkes will – hopefully – be returning before Christmas, as well as Mark Robson at a later date in the year to engage and enrich student experiences in Reading and Literacy.</p>	£500



	SEN supported withdrawal of Year 7 for literacy and numeracy support	Eight LSA worked on a one-to-one basis with eight students to improve literacy. They met 4 times a week during Reflection time from Autumn 2.	Impact was noticeable but following research by the SENCO, greater impact can be achieved from a peer-to-peer reading scheme which will be implemented from September. Next year, following initial testing, groups of students will be withdrawn by LSA to focus on phonics work.	£7550
Year 7 Catch up on numeracy	Staff Training on numeracy	Staff aware of the current situation regarding numeracy and falling standards. Staff awareness regarding attitudes changed – no more “I can’t do..” Developed the concept that numeracy is as much about problem solving, reasoning and decision-making – staff audit completed to understand where these key elements are contained within subject areas. Audit should be displayed in subject areas.	Greater input in numeracy and drip feed more information throughout the academic year to ensure the focus is there and attention is drawn to this when teaching the key skills of problem solving, reasoning and decision-making.	£700



	Parental Workshops	Parents worked with their child to support their learning and taught to ask key questions and avoid the “I could never do maths’ attitude when discussing with their child. Parents key to take part in ‘helping my child with maths evening classes to reinforce their own learning of maths curriculum	Repeat the session later in the year and use a key parent as an advocate for this to further increase an already positive uptake.	£300
	Intervention	Reflection time – time used to reinforce key concepts and then later in the year through national feedback and pupil response this was changed to focus on competitive times tables – including the tutor to continue to build on positive attitudes towards numeracy Withdrawal – due to the late arrival of the Ks2 results this become difficult to run as key staff already allocated to other roles	Next academic year this will become less time spent on numeracy but will be more regular. Develop the use of bar modelling for low ability pupils in order to develop the ability to solve problems. Mastery curriculum is targeting key areas in maths lessons and will need to a sharper focus from the teachers teaching low ability Y7 pupils - this has been targeted to key staff	£400