

1.	2.	3. Planned expenditure Year 7 Catch up Fund Literacy			
Academic year				2017-2018	
		Total cost = £17,200			
i.	ii.	iii. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated Impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Actual impact	Lesson learnt	Cost
Year 7 Catch up Literacy	Staff training on Literacy through PL sessions and School Improvement Groups	Raise the level of expectation and challenge across the school and ensure that staff are aware of, and work with year sevens on appropriately challenging Literacy activities within their subject area. Support the raising and continued progression of Literacy that builds on the KS2 National Strategy towards GCSE, and allows students to work within and across subject areas effectively and with growing confidence.	All staff took part in workshops during PL sessions with an emphasis on all staff using accurate grammatical terminology consistently throughout the school as well as ideas on how to structure a written answer. Staff are now aware of the need to use precise language and are using a variety of effective models to help structure students' written answer as seen in lesson observations and book monitoring.	More needs to be done on how to embed a wide range of ambitious vocabulary into students' work thus closing the vocabulary gap.	£800

	<p>Parental Workshops</p>	<p>Foster closer links with parents and help the to have a greater understanding of the roles and ramifications of Literacy in their school work and the role they can play in supporting this.</p> <p>Parents engage and work with students in sessions where they can engage and overcome difficulties they and the students may have with Literacy based issues that have disengaged them in the past.</p>	<p>Parents engage well with the session and felt more confident that they could support their children.</p>	<p>More targeted publicity in order to engage more parents of reluctant learners.</p>	<p>£800</p>
	<p>Author's visit</p>	<p>The cohort will be involved in an assembly and focus group sessions, that will further foster an engagement with the authorial/ creative process, and engage them in a cultural experience that will be unfamiliar but enjoyable. Students will gain confidence in writing and the creative process, as well as being given the opportunity to use skills and build on their experiences and knowledge from KS2.</p>	<p>This was a great success in increasing the cultural capital of our students and raising the profile of reading for pleasure. It involved the whole of the Year 7 cohort as well as a smaller group of older PP and low level reading students.</p>	<p>We have decided to create a role for rewards enrichment and cultural capital development within the English team in order to expand this type of events.</p>	<p>£600</p>

	After-school Reading Intervention	Aimed at students with a lower than average reading score from KS2, to enable them to visit and read for pleasure in the library under the guidance and support of a member of the English department. Sessions will be aimed at being fun and engaging, as well as supportive, to help guide students to appropriate texts and equip them with strategies to foster a love of reading, and gain independence over time.	<p>Students were individually invited and attendance to the sessions was good and contributed to the students' overall progress:</p> <table border="1" data-bbox="1146 188 1798 416"> <thead> <tr> <th><u>Student in C</u></th> <th><u>Overall number of students</u></th> <th><u>% on C (male)</u></th> <th><u>% on C (female)</u></th> </tr> </thead> <tbody> <tr> <td><u>CDC1</u></td> <td>62</td> <td>69%</td> <td>31%</td> </tr> <tr> <td><u>After CDC2</u></td> <td>62</td> <td>44%</td> <td>21%</td> </tr> <tr> <td><u>After CDC3</u></td> <td>62</td> <td>19%</td> <td>10.50%</td> </tr> </tbody> </table>	<u>Student in C</u>	<u>Overall number of students</u>	<u>% on C (male)</u>	<u>% on C (female)</u>	<u>CDC1</u>	62	69%	31%	<u>After CDC2</u>	62	44%	21%	<u>After CDC3</u>	62	19%	10.50%	We are going to run rise and read sessions for targeted students: breakfast and reading for pleasure (magazines, newspapers)	£3,000
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	Dictionaries for the whole school	Each classroom (excluding MFL) should have at least 6 dictionaries available (one per small group), and in the case of English, this should be 12. The aim is to enable students to extend and work with more technical and specific vocabulary and teachers will be asked to build tasks into lessons to enable this.	Due to a change of leadership at Easter, we chose to reintroduce Literacy as part of the Reflection Time programme and purchased sets of books for all Year 7 and 8 tutor group in order to support and encourage reading.	Monitor the impact of reading at tutor time on reading ages.	£1,000																
	Funding of additional teaching hours for intervention with y7 catch up	Supernumerate class teacher (SBT) is timetabled to spend time with pupils working one to one (for at least half an hour, 4 times in a two week cycle) looking at their work and identifying barriers to their reading/ writing, in collaboration with the regular class teacher. This then feeds into the teacher's planning for the class and how they provide for that pupils needs within lessons, ongoing.	<p>The intervention, along with the small group sizes, had a clear impact on the progress of students as shown in the table below:</p> <table border="1" data-bbox="1146 1077 1798 1305"> <thead> <tr> <th><u>Student in C</u></th> <th><u>Overall number of students</u></th> <th><u>% on C (male)</u></th> <th><u>% on C (female)</u></th> </tr> </thead> <tbody> <tr> <td><u>CDC1</u></td> <td>62</td> <td>69%</td> <td>31%</td> </tr> <tr> <td><u>After CDC2</u></td> <td>62</td> <td>44%</td> <td>21%</td> </tr> <tr> <td><u>After CDC3</u></td> <td>62</td> <td>19%</td> <td>10.50%</td> </tr> </tbody> </table>	<u>Student in C</u>	<u>Overall number of students</u>	<u>% on C (male)</u>	<u>% on C (female)</u>	<u>CDC1</u>	62	69%	31%	<u>After CDC2</u>	62	44%	21%	<u>After CDC3</u>	62	19%	10.50%	Use reflection time for very specific writing intervention with targeted groups	£3,500
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	Purchasing of additional resources for low level readers during library lessons	Purchasing of texts for low level readers to use in their library lessons to enable them to solo/ group read, at a level that is more appropriate for them and will help to engage them and build their confidence over time.	Due to a change of leadership at Easter, we chose to reintroduce Literacy as part of the Reflection Time programme and purchased sets of books for all Year 7 and 8 tutor group in order to support and encourage reading.	Monitor the impact of reading at tutor time on reading ages.	£1,450																
	Staffing to allow the creation of smaller sets for lower ability students.	More targeted work with smaller groups of students using resources that engage and challenge them in order to increase reading and spelling ages.	<p>The targeted group of students were taught in smaller groups and made sustained progress throughout the year as shown in the table below:</p> <table border="1"> <thead> <tr> <th><u>Student in C</u></th> <th><u>Overall number of students</u></th> <th><u>% on C (male)</u></th> <th><u>% on C (female)</u></th> </tr> </thead> <tbody> <tr> <td><u>CDC1</u></td> <td>62</td> <td>69%</td> <td>31%</td> </tr> <tr> <td><u>After CDC2</u></td> <td>62</td> <td>44%</td> <td>21%</td> </tr> <tr> <td><u>After CDC3</u></td> <td>62</td> <td>19%</td> <td>10.50%</td> </tr> </tbody> </table>	<u>Student in C</u>	<u>Overall number of students</u>	<u>% on C (male)</u>	<u>% on C (female)</u>	<u>CDC1</u>	62	69%	31%	<u>After CDC2</u>	62	44%	21%	<u>After CDC3</u>	62	19%	10.50%	Continue to carefully monitor the progress of targeted students and offer a more personalised approach to those still on C after CDC2	£4,000
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	Training for non-specialist teachers	Training sessions with Kate Erriker from HIAS for non-specialist teachers within the English department that focussed on skills based learning and the mastery approach to enable effective classroom planning and practice, as well as specific, skills based interventions with target focus pupil groups.	The sessions were well received and the non-specialist teachers were more confident in their ability to deliver effective mastery lessons, which engaged our targeted students and supported them in making good progress throughout the year.	We will continue to invest on impactful CPD and will develop a culture of shared planning with the department.	£2,050																