

## Y7 Catch Up Funding Impact and Evaluation Report Academic Year 2014/15

### Context of Academy

Our school is a non-selective secondary Academy located in Scunthorpe it is in the bottom 40% of the country in terms of indices of multiple deprivation. Rates of unemployment, levels of health & crime are all high compared to national data. The high volume of rented accommodation, split and blended families, leads to high levels of mobility. Families new to the area settle and then move on, when they can afford better housing or work availability dictates. As a result the local stability rate features minimal internal population 'churn' but it does mean that families move frequently between schools.

Melior Community Academy opened in January 2013 and is proud of its position in the community and its development of capable and achieving citizens. It provides education for students aged 11 to 16 and is smaller than most secondary schools nationally. The school has 748 students on roll with an average of 150 in each year group. The school PAN is 190. Despite low numbers in our partner schools in years 5 and 6, recruitment is strong. The year groups are generally balanced in terms of gender with the exception of the current Years 9 and 11 which have a proportionally larger number of boys. 25 students in total have English as an additional language which is well below the national average. The vast majority of students come from white British backgrounds. 17.4% of students are on the SEN register which is above average. 23 students have a statement of Special Educational Needs and 107 students are identified as K. 361 students in Years 7 to 11 qualify for Pupil Premium with 1 student Looked After. An additional 8 students qualify for Forces pupil premium and 2 for Pupil Premium Plus. This represents 48.3% of the school population.

The prior attainment of learners is significantly below national averages in terms of APS. Whilst the school does not have a RAISE document, the data from a previous RAISE document indicates that last year's year 11 were minus 1.6 below national average. Current Year 11 are -1.4 and current Year 10 are -1.8 compared to the national average. The APS on entry for each year group is Y11 26.2, Y10 26.1, Y9 25.7, Y8 26.2 and Y7 26.4.

### Objectives of Catch Up Spending

To develop students' literacy skills through the provision of a range of personalised reading schemes delivered in small groups (maximum six students) including:-

**Catch-up Literacy**- A programme which is delivered on a 1:1 basis for our students whose reading is below their chronological age by 6-7 years. This is a highly structured, phonic based programme which generally sees reading ages progress from between 6 months and 4 years.

**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.

**Hackney Literacy Programme** –An intervention programme for pupils who enter the school with a Key Stage 2 Level below 4. The aim of this programme is to rapidly bring pupils up to the expected Level 4. This programme is delivered in groups of up to 6 pupils.

**Attack** – Is an intensive spelling programme which we deliver to small groups of pupils whose spelling is below their chronological age. Generally we see pupils spelling age increasing between 3 months and 3 years.

**Dyslexia Intervention** – We use a variety of programmes to teach pupils to cope with their dyslexia. The most popular one is Beat Dyslexia. While dyslexia can never be cured we see pupils becoming more confident in their literacy skills and their reading and spelling ability are often improved. Given the nature of the difficulty this is often by small degrees and tend to slip backwards without regular input.

To develop students' numeracy skills through:

- dyscalculia screening for identified students with related intervention;
- identified students to receive an additional one hour per week small group numeracy support and intervention- students are grouped to meet individual needs.

### Amount of Year 7 Catch Up Funding Received 2014-15

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Total number of pupils who did not achieve at least level 4 in reading and/or mathematics at Key Stage 2	48
Year 7 Catch Up Funding Pupil Allocation	£500
Total amount Year 7 Catch Up Funding Grant (no of pupils x £500)	<b>£24000</b>

### Summary of Year 7 Catch Up Funding Spend 2014/15

The funding has been used to provide additional staffing to enable small group support for both literacy and numeracy.

<b>Record of Year 7 Catch Up Funding Spend by item / project</b>			
<b>Item / Project</b>	<b>Cost</b>	<b>Objective</b>	<b>Outcome</b>
<b>Dysgraphia Tests</b>	<b>£500</b>	<b>To diagnose if dysgraphia is an issue and to suggest support strategies on an individual basis</b>	
<b>Dyslexia Resources</b>	<b>£200</b>	<b>To provide resources for use within the classroom to aid pupils eg. Coloured overlays</b>	<b>Pupils appropriately supported in lesson</b>
<b>Pivot progression resource</b>	<b>£200</b>	<b>To identify low levels for pupils and give simple steps to aid progression</b>	
<b>Low level reading books</b>	<b>£200</b>	<b>To boost the resources for Accelerated Reader</b>	<b>29 pupils who entered the school with Level 3 at KS2 did both Accelerated reader and the Hackney Literacy programme. Their reading comprehension ages increased between 1 month and 3 years 10 months.  11 pupils followed the Attack programme. Their spelling ages increased between 6 months and 2 years.  5 pupils attended 2x ½ sessions throughout the year. Their progress ranged from 2 months to 1 year and 5 months improvement in their reading age.</b>
<b>Dyscalculia Testing</b>	<b>£100</b>	<b>To diagnose if dyscalculia is an issue and to suggest support strategies on an individual basis</b>	
<b>A proportion of English teacher salary to ensure that intervention is timely and appropriate</b>	<b>£6750</b>	<b>To ensure that pupils have good and consistent access to Accelerated Reader and Attack program</b>	
<b>A proportion of the intervention coordinator salary</b>	<b>£2200</b>	<b>To ensure that the tracking and administration of reading programs are robust and accurate</b>	<b>Results, interventions and parental contact improved</b>
<b>Intervention</b>	<b>£8000</b>		
<b>Total</b>	<b>£18,150</b>		

<b>Total CUF Received</b>	<b>£24,000</b>
<b>Total CUF Expenditure</b>	<b>£18,150</b>
<b>CUF Remaining</b>	<b>£5850</b>

