



Excellence for All

**YEAR 7 CATCH UP GRANT  
Report for 2018-19**

<b>Number of pupils and Catch Up Grant received</b>	
Number of pupils on roll (Sept 2018)	262
Number of pupils in Year 7 (Sept 2018)	17
Amount of CATCH UP GRANT received per pupil	£529.41
<b>Total amount of Catch Up Grant received</b>	<b>£9,000.00</b>
Funding of Literacy specialist (contribution)	£4,500
Funding of Numeracy Specialist (contribution)	£4,500
<b>Total Spent</b>	<b>£9,000.00</b>

**Year 7 Catch Up Premium  
Context**

In addition to the Pupil Premium funding, Manor Green School received £9,000 in 2018-19 to support the literacy and numeracy of students who did not achieve the expected standard in reading or maths at the end of Key Stage Two.

In 2018-19, there were 17 Year 7 students at Manor Green School with reading and / or maths attainment below national expected standards. Specific details of how these students were supported and the outcomes are detailed in this document. The school received a Catch Up Premium grant of £9,000 for the year which equates to £529.41 per student.

The objective of this is to close the gap between these students and their year 7 peers. Due to the special needs of our students, all year 7 pupils receive this money. While there is no gap between them and their peers at Manor Green School, we use this money to improve the Literacy and Numeracy provision for them.

**Summary of spending and impact**

The money was split and part funded two posts that provide specialist intervention for individuals and small groups of students. They advise teachers on resources and strategies. The Numeracy specialist also introduced the use of Numicon as a resource for a multi-sensory approach to maths.

For English, in addition to supported classroom activities and quality teaching, Reading Catch Up students were also supported by our Reading and Phonics programme – which aims to accelerate reading age. The impact of this was that 100% of our year 7 students made good or outstanding progress.

For Maths, Catch Up students were provided with additional support as an addition to quality teaching and activities with the Maths intervention specialist. The impact was

that 100% of year 7 students made good or outstanding progress. Maths is a subject we are continuing to target in our school development plan and we will include developing our teaching of Maths to low MGS Level learners.

**\*Progress is judged to be good or outstanding in line with the DfE's Progression Guidance Project data sets**

**Plan for academic year 2019 – 2020**

Projected Catch Up Grant for financial year 2019-20

£10,000

	<b>By whom</b>	<b>By when</b>	<b>Costs</b>
Continue Employment of Literacy Specialists to provide additional support for Year 7 students (contribution)	HH	7/20	
Investment in Numeracy resources, specialist intervention and CPD for teaching staff. (contribution)	HH	7/20	

**Key Actions 2019 -20**

**Ensuring quality teaching**

Key actions will be:

- Ensure structured opportunities for acting on feedback: reflection and improvement time
- Further develop stretch and challenge for all students
- Provide additional personalised training/coaching for teachers who need to improve aspects of Literacy and Numeracy

**Tracking and monitoring progress**

Key actions will be:

- Strengthened accountabilities through a clear cycle of observation, moderation and feedback that reports to LT and Governors on progress
- Improved data collection through the development of Earwig leading to closer monitoring of progress and the ability to intervene and link directly to the Annual Review process and monitoring of EHCP outcomes.
- Clear and concise reporting which enables key stakeholders (teachers, middle leaders, LT, governors) to know the current position, and act quickly on improved intervention strategies.

**Building Learning Capacity**

Key actions will be:

- Setting high expectations, and providing high levels of support for students transitioning to Year 7
- Providing high quality, structured support for all learners

- Developing work on characteristics of effective learning and building resilience

### Curriculum

Key actions will be:

- Personalising the curriculum for students in order to maximise progress
- Developing a Mastery Curriculum within Manor Green
- Increasing capacity to offer more vocational qualifications ‘in house’

Monitoring Strategies	Evidence
Class teachers and middle leaders to conduct termly review of progress in English and Maths and report on progress to DHT	Students' progress data
Literacy Specialist to assess and monitor progress of students' spelling and reading ages	Assessment tracking data
Maths Specialist to assess and monitor progress of students' maths ability	Assessment tracking data
Long termly review of ACE Plans	Teachers' reports
Quality Assurance learning walks by LT	Teaching over time records
Annual Reviews by the Local Authorities	Review of statements and minutes of meetings
Headteacher's annual review of overall school effectiveness.	Headteacher's annual report to parents and governors.