

## YEAR 7 - CATCH UP FUNDING 2017

Students in our Year 7 intake, who did not achieve Age Related Expectation at the end of Key Stage 2 in Reading and/or Maths qualify for supplementary funding. This year, the Department for Education (DfE) provided Wardle Academy with an additional £18,500 for this purpose.

### Deployment of our Funding:

At Wardle Academy students who did not make expected progress at KS2, are timetabled in smaller classes to enable them to receive increased support in both their Maths and English. The funding has also been used to develop Year 7 student interest and development in their storytelling and reading, through an 'Accelerated Reading Programme'. Students with below 'secondary ready' in reading have 1 session per week in the library pursuing the improvement of their reading. We have also further built upon existing reading provisions and widened the range of books available for Home Learning. A key numeracy focus has been on increasing access to online resources such as 'Doddle' both in our academy and for students at home which is designed to further develop and build upon their existing skills, knowledge and understanding through a personalised route. This has proved very successful with the students and has had a positive impact on students' progress within Maths. Basic skill development through a differentiated 'Ninja Maths' programme has further supported our provision.

### PROPOSED SPENDING Breakdown 2017-18

Activity	Intention	Cost
AR Licence	Accelerated reading programme to narrow the gap in literacy levels. EEF consider low cost effective intervention for weaker readers.	<b>£2265</b>
AR Library Books	To provide a range of reading sources aimed at enabling the weakest readers to access texts.	<b>£848</b>
AR Staffing and support	13 ppw AR and library support	<b>£12250</b> <b>(Contribution from CU fund)</b>
Additional literacy lessons	LA group study additional Literacy instead of MFL until such time as gaps have diminished. Enables students to	<b>£N/A</b> <b>(Contribution from CU fund)</b>

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Transition visits	HOD visits primaries to establish exact needs of the lowest students. TA time also provisionally booked to work with lowest ability post SATs.	<b>£1417</b> <b>(Contribution from CU Fund)</b>
Maths Resources	Including Ninja Maths booklets and 'Maths Watch' subscription	<b>£80</b> <b>£540</b>
Doddle (1/5 <sup>th</sup> cost contribution)	Home learning platform to support all subjects but with strong Literacy and Numeracy sections.	<b>£1200</b> <b>(Contribution from CU fund)</b>
Smaller group sizes	English and Maths LA set	<b>£N/A</b> <b>(Contribution from CU fund)</b>
Reading buddies	Peer reading to support and encourage	<b>£N/A</b> <b>(Contribution from CU fund)</b>

### IMPACT OF SPENDING

2016 – year 7 – 8 months of progress across the year. (AR is used with our lower cohort, reluctant readers and students who have not made age-related progress until this point). AR was a new strategy in the English curriculum last year. Upon analysing the data, the department have had September inset and directed time on how to introduce more structure and rigour in the delivery of these lessons. The main strategies being increasing the pace of reading with in class and homework targets, and teachers listening to students with low test scores to check for understanding. We anticipate an increased rate of progress to be identified in the January tests (compared to last year).

Current baseline test of year 7 shows that our readers are in the 29<sup>th</sup> percentile when compared to students on the AR programme nationally. This is a low starting point – this is what we anticipated as only our lower cohort are currently on the programme.

824/1280 quizzes taken so far have been 85% or above. We aim to increase student pass rates towards all achieving this benchmark.

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We baseline tested the students on the AR programme in September. Students have had 1 hr per week working on reading. Next scheduled test is January, when we will have measurable data to show progress. (EEF research shows AR can add +5 months for PP students). 'Mathswatch' has not collected enough data at this stage to pinpoint progress however.....

Early indications:

English on entry 20 (of 237) below secondary ready, Late Autumn data shows 0 (of 237) below secondary ready.  
Maths on entry 33 (of 237) below secondary ready, Late Autumn data shows 0 (of 237) below secondary ready.

English Dashboard info: (email from Emma Adrio – I will forward)

Year 8 (last year's AR cohort)  
On above track (October) = 88%

Year 9 (no AR) – Tony the set 5 students had AR but this amounts to about 20 students)  
On above track (October) 63%