

## Y7 Catch Up Funding Review Academic Year 2016/17

### 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. Over fifty per cent of the students, which is significantly higher than that seen nationally, are supported by the pupil premium, (additional government funding for children in local authority care, students known to be eligible for free school meals and students whose parents are serving in the armed forces).

The school has 639 students on roll. 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. 28 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. 23.9% of students are on the SEN register which is above average. 12 students have a statement of Special Educational Needs or an Educational Health Care Plan and 141 students are identified as K. 331 students in Years 7 to 11 qualify for Pupil Premium with 4 students Looked After. 10 students qualify for Forces pupil premium and 3 for Pupil Premium Plus. This represents 51.7% of the school population.

Our current Catch Up intake:

Year	Total	Percentage of Catch Up population	Boys NS	Girls NS	Achieving Standard	Not Achieving Standard
7	146	51.7%	35 (46.1%)	41 (53.9%)	70 (49.3%)	76 (51.7%)

### Objectives of Catch Up Spending

To develop students' literacy skills through the provision of a range of personalised reading schemes delivered in small groups 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.

**Sounds Training** - Aims to raise the reading and spelling ability of pupils who are falling 1-2 years behind their chronological age in these skills. Pupils who trialled this intervention at the end of last year were seen to improve by between 3 months and 3 years 7 months in their reading comprehension.

To develop students' numeracy skills through:

**Dyscalculia** screening for identified students with related intervention.

**Targeted intervention** -identified students to receive targeted numeracy support and intervention- students are grouped to meet individual needs where appropriate.

### Amount of Year 7 Catch Up Funding Received 2016-17

Total number of pupils who catch up funding has been allocated to based on NS	76
Total amount Year 7 Catch Up Funding Grant	<b>£24000</b>

### Year 7 Catch Up Funding Plan 2016/17

The funding has been used to provide additional intervention sessions and to enable Accelerated Reader to be delivered within a timetabled English Sessions.

### Year 7 Catch Up Funding Spend by item / project

Item / Project	Cost	Objective	Outcome
A proportion of Intervention coordinator salary	£2200	To ensure the tracking and administration of reading programs are robust and accurate	Reading is tracked robustly throughout the school via SIMs. Staff can access reports relating to each teaching group and by academic year for both reading comprehension and spelling ability. Interventions are also tracked via a provision map which is also regularly updated.
Intervention	£13110	To enable a variety of catch up programs to take place.	During the year a variety of programmes were in operation including Accelerated Reading, Attack Spelling and the Sounds Training Programme. Each intervention resulted in a positive impact on the students involved. Students received a combination of these interventions according to their need. Those students accessing Sounds training improved on average by between 6 months and 7.02 years. Those doing other interventions improved between 2 months and 5.04 years.
A proportion of the salary of English Teacher	£6750	To enable the delivery of quality intervention in terms of increased progress in reading.	English teachers delivered the Accelerated Reading programme to students in the lower ability sets throughout KS3. The progress of the students is recorded in SIMs alongside a measure of their improvement.
Dyslexic/Dyscalculia Assessment	£100	To ensure that pupils have rightly been identified	Early identification of students' needs in order to provide bespoke support. Between February and July 2017 – 16 students were tested for Dyslexia of these 16, 6 were placed on a bespoke programme (Beat Dyslexia) to support their needs. Out of these 6, 5 made improvements with their Reading Ages.
<b>Total</b>	<b>£22160</b>		

<b>Total CUF Received</b>	<b>£24000</b>
<b>Total CUF Expenditure</b>	<b>£22160</b>
<b>CUF Remaining</b>	<b>£-1840</b>