

2018/19 - YEAR 7 CATCH UP FUND IMPACT REPORT

Schools are given additional funding to support Year 7 pupils who did not achieve at least Level 4 in reading and/or maths at the end of Key Stage 2. All 14/17 Year 7 pupils at Durham Trinity School and Sports College are working below Level 4 in all areas apart from 1 pupil in reading. In connection with Year 7 data, working with KS lead, Maths and English Secondary co-ordinators, key areas were identified for action utilizing the 2018/19 allocated funding of £11,000. Impact was measured using Year 7 data.

Key Area for Action	Action to be taken	Resources	Impact																																					
<p>To enrich and enhance the learning of Year 7 pupils in Maths:</p> <ul style="list-style-type: none"> - Use of concrete resources. - Mental maths scheme of work book. <p>Additional TA to support area of need</p>	<p>To purchase Numicon and concrete resources to support KS3 maths scheme of work for Number and Measure.</p> <p>To recruit a temporary part time TA to support 'Booster sessions/ medical needs/ emotional needs', for pupils identified for additional support in year 7.</p>	<p>Maths resources linked to KS3 maths scheme of work.</p> <p>Temporary part time TA</p>	<p>The table below shows the level achieved in maths for the Year 7 cohort 2018 -2019</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Maths</th> <th colspan="6">% of pupils working at level</th> </tr> <tr> <th>Level</th> <th>P4 or below</th> <th>P5 – P8</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>12%</td> <td>24%</td> <td>29%</td> <td>12%</td> <td>24%</td> <td></td> </tr> <tr> <td>Measure</td> <td>12%</td> <td>12%</td> <td>35%</td> <td>18%</td> <td>24%</td> <td></td> </tr> </tbody> </table> <p>The table below shows the amount of progress achieved for the Year 7 cohort.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Maths</th> <th style="background-color: #FFD700;">Making at least good progress</th> <th style="background-color: #6AA84F;">Outstanding progress</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>24%</td> <td>29%</td> </tr> <tr> <td>Measure</td> <td>24%</td> <td>41%</td> </tr> </tbody> </table>	Maths	% of pupils working at level						Level	P4 or below	P5 – P8	1	2	3	4	Number	12%	24%	29%	12%	24%		Measure	12%	12%	35%	18%	24%		Maths	Making at least good progress	Outstanding progress	Number	24%	29%	Measure	24%	41%
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<p>To enrich and enhance the learning of Year 7 students in writing:</p> <ul style="list-style-type: none"> - Providing additional resources and aids. - OT training for early writing skills. 	<p>To source and purchase writing resources/aids identified for individual pupils to achieve their writing targets.</p> <p>To purchase writing resources to support the writing scheme of work.</p> <p>Staff to attend training by Occupational Therapists for early Writing Skills and other SALT training using symbols to record.</p>	<p>Writing and handwriting resources linked to KS3 writing scheme of work.</p> <p>Training for staff – Inset day and twilight.</p> <p>Resources for individual/small groups of pupils depending on area of writing need.</p>	<p>The table below shows the level achieved in English for the Year 7 cohort 2018 -2019</p> <table border="1" data-bbox="1317 308 2033 742"> <thead> <tr> <th>English</th> <th colspan="6">% of pupils working at level</th> </tr> <tr> <th>Level</th> <th>P4 or below</th> <th>P5 – P8</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12%</td> <td>24%</td> <td>24%</td> <td>24%</td> <td>12%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>29%</td> <td>29%</td> <td>29%</td> <td></td> <td></td> </tr> <tr> <td>Speaking</td> <td>12%</td> <td>12%</td> <td>29%</td> <td>29%</td> <td>18%</td> <td></td> </tr> <tr> <td>Listening</td> <td>12%</td> <td>12%</td> <td>29%</td> <td>29%</td> <td>18%</td> <td></td> </tr> </tbody> </table> <p>The table below shows the amount of progress achieved for the Year 7 cohort.</p> <table border="1" data-bbox="1317 938 2033 1142"> <thead> <tr> <th>English</th> <th>Making at least good progress</th> <th>Outstanding progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>29%</td> </tr> <tr> <td>Speaking</td> <td>24%</td> <td>35%</td> </tr> <tr> <td>Listening</td> <td>18%</td> <td>41%</td> </tr> </tbody> </table>	English	% of pupils working at level						Level	P4 or below	P5 – P8	1	2	3	4	Reading	12%	24%	24%	24%	12%	6%	Writing	12%	29%	29%	29%			Speaking	12%	12%	29%	29%	18%		Listening	12%	12%	29%	29%	18%		English	Making at least good progress	Outstanding progress	Reading	24%	35%	Writing	18%	29%	Speaking	24%	35%	Listening	18%	41%
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