

Year 7 Catch Up Strategy 2020/21

Allocated funding from the government

The funding allocated in the pupil premium grant for Co-op Academy Manchester for 2020/21 is £120,000 based on £80 per pupil.

A summary of the barriers to meeting year related expectations

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| Internal barriers | <ul style="list-style-type: none"><input type="checkbox"/> Pupils' attendance<input type="checkbox"/> Self-esteem and belief<input type="checkbox"/> Motivation to participate in interventions<input type="checkbox"/> Constraints of timetable |
| External barriers | <ul style="list-style-type: none"><input type="checkbox"/> Availability of IT resources (chromebooks for AR)<input type="checkbox"/> Parental support / understanding |

Our rationale to explain why the funding is to be spent as such at the academy

The Plan for 2020/21

| Enable all students in Year 7 to be at the expected standard in English | | | | | |
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| Desired outcome | Actions, including timescales and identification of those responsible for leading | Success criteria | Costs | Monitoring arrangements | Ongoing evaluation of success |
| Increased fluency and confidence in reading | Use of the Lexia programme during form time with targeted groups of Year 7s who were below expected progress in reading. Programme led by HiLTA and Dept TA | <p>Using reading age tests at the start of the programme to baseline and then again at the end to check progress.</p> <p>Greater participation in lessons from pupils - CLIFE and observations, student voice</p> | Contributions to department TA cost of £8,000 | <p>Ran by the department TA (led and managed by HiLTA) overseen by the KS3 lead for English.</p> <p>TA and HiLTA to run reports and to bring to fortnightly meetings with ADoLZ</p> | <p>Term 1 cohort: Ran from Sept 2019 to Jan 2020 71% of pupils made progress. Average progress of students was 7.1 months over the 3 months</p> <p>Term 2 cohort: began in February 2020 but was not completed due to COVID</p> |

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| <p>Pupils are able to read and comprehend a variety of text types with confidence.</p> | <p>Deploy use of English HiLTA to support pupils with lower reading ages than their chronological age.</p> <p>DEAR time lesson weekly for all students to encourage independent reading. TA and HiLTA used in lessons to support key pupils through guided reading.</p> <p>Dept TA to run reports fortnightly so English teachers could see which pupils were quizzing regularly and encourage all.</p> <p>Reading ages to be taken each term through the Accelerated Reader Star Reading quiz to</p> | <p>Use of Accelerated Reader to track reading ages of pupils, taking a baseline and then assessed at regular intervals.</p> | <p>Contribution towards cost of Accelerated Reader of £750</p> <p>Contribution towards salary of HiLTA of £9,000</p> <p>Cost of buying pupils a book of their own to support reading for pleasure: £559</p> | <p>AR tests taken in lessons. HiLTA tracks the data and supports teachers to identify pupils not making progress and offers advice for in-class support. Key pupils on the intervention rota are monitored and then moved off as progress is made.</p> <p>KS3 lead to support HiLTA and ensure routines are kept in place.</p> | <p>Due to school closure the 2nd reading age test (due to be taken at the end of Term 2) and the 3rd reading test (due to be taken at the end of Term 3) were not able to go ahead.</p> <p>Over lock down, pupils were encouraged to continue quizzing using class chart points as motivation - English TA continued to send staff fortnightly updates.</p> <p>Cohort to have their reading age taken in HT1 of Year 8 using Accelerated Reading Star Reading test.</p> |
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| | check progress | | | | |
| Develop writing accuracy and stamina | English dept TA to be allocated to Year 7 classes to support pupils who were below expected progress in writing. | Year 7 assessments. Staff marking and feedback . | Cost of printing differentiated resources: £500 | DoLZ and ADoLZ lead TA, ensuring timetable is reflective of the need. Work scrutinies and assessment points used to identify key pupils. ADoLZ and KS3 lead QA resources and interventions. | Writing assessments were used to baseline pupils on entry to the academy. This was used to inform planning over the year and how the department TA was utilised across Year 7 groups. Spring Assessment point data shows that 64% of pupils who arrived below a scaled score of 100 in English had made progress to catch-up with their peers. |

Enable all students in Year 7 to be at the expected standard in Mathematics

| Desired outcome | Actions, including timescales and identification of those responsible for leading | Success criteria | Costs | Monitoring arrangements | Ongoing evaluation of success |
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| To develop the confidence of pupils with | Baseline assessment used alongside KS2 data | Year 7 assessments to show progress. | Cost of numicon resources to be used in lessons: | DoLZ and KS3 lead to ensure key groups were | Spring assessment point demonstrated that 36% of pupils who |

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| <p>numeracy and the basic skills needed to succeed in maths.</p> | <p>to identify key cohorts of pupils</p> <p>Revised MTP and resources for key groups, (including use of resources such as numicon)</p> | <p>Staff marking and feedback.</p> | <p>£200</p> <p>Cost of photocopying differentiated resources: £150</p> | <p>regularly been CLIFEd to give teachers key feedback on differentiating resources for pupils.</p> <p>Use of work scrutinies to check progress and that resources were suitable for pupils.</p> <p>Set changes made based on assessments to ensure key pupils were in correct groups to maximise progress.</p> | <p>were below a scaled reading scale of 100 had made progress to catch up on their peers. However, final assessments were not completed due to COVID, with a further 32% predicted to make expected progress.</p> |
| <p>Fill students' gaps in basic mental calculation strategies and to develop their fluency in working with</p> | <p>DoLZ and KS3 to identify key pupils in Year 7.</p> <p>Use of HiLTA to support key individuals in lessons.</p> | <p>Pupils to become more adept at using times tables during in-class quizzes.</p> <p>Pupils to be more confident at</p> | <p>Contribution to the salary of the Maths HiLTA: £9,000</p> <p>Cost of subscription to Times tables Rockstars : £450</p> | | |

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| numbers | Regular use of Timetable Rockstars and Numeracy Ninjas - embedded into the MTPs / LTPs. | participating in mental maths challenges and tasks. | Cost of printing resources for Numeracy Ninjas and Times tables Rockstars: £500 | | |
| Total costs | | | £29, 109 | | |

Review of the impact of the 2019/20 Year 7 Catch Up Strategy

| Summary of objectives | Impact | Lessons learned |
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| <i>Each objective/target/desired outcome - whatever language has been used - should be recorded here</i> | <p><i>The focus here should be:</i></p> <ul style="list-style-type: none"> - on pupils - on the difference made to, for example pupil outcomes or curriculum quality, rather tith a significant improvement a description of the actions taken. <p><i>Where you can, use qualitative information.</i></p> | <p><i>Quite simply, what might you do the same and what will you do differently? This will help inform your strategy going forward.</i></p> |

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| <p>Increased fluency and confidence in reading</p> | <p>Data reflects that the Lexia programme was having the desired specific impact on pupils' ability to read more in line with their chronological age. (7.1 months of progress over 4 months).</p> | <p>Lexia programme will run again this year in a similar manner - using form time and administered by HiLTA and Dept TA We will pick up the Year 8 pupils who had their Year 7 sessions interrupted by COVID and begin with them in HT1. Year 7 cohorts will be identified from data generated by CAT4 tests (reading age tests). Changes - more information to go home (via text message) to celebrate the successes and develop parent buy in, encouraging more reading at home.</p> |
| <p>Pupils are able to read and comprehend a variety of text types with confidence.</p> | | <p>AR to run again this year (for Year 7s and Year 8s) For Y7, the reading age data will also be supported with data from the CAT4 tests.</p> <p>Good practice from NMS to be shared</p> <p>Dept CPD on closing the reading gap to be delivered by HiLTA and KS3 (based on research)</p> |
| <p>Develop writing accuracy and stamina</p> | <p>Spring Assessment point data shows that 64% of pupils who arrived below a scaled score of 100 in English had made progress to catch-up with their peers.</p> <p>Writing was used as the Year 7 baseline and</p> | <p>This year's baseline has been set by an outside company. We will be using a comparative judgement tool to allow us to assess our pupils against their peers in the academy and nationally.</p> |

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| | <p>then as the Spring assessment to allow for a more accurate comparison of progress.</p> <p>Work scrutinies also picked up evidence of pupils writing independently and with greater fluency.</p> | <p>This data (along with CAT4 data) will be used to inform where we deploy the HiLTA and department TA for in-class support.</p> |
| <p>To develop the confidence of pupils with numeracy and the basic skills needed to succeed in maths.</p> | <p>Spring assessment point demonstrated that 36% of pupils who were below a scaled reading scale of 100 had made progress to catch up on their peers.</p> | |
| <p>Fill students' gaps in basic mental calculation strategies and to develop their fluency in working with numbers</p> | <p>However, final assessments were not completed due to COVID, with a further 32% predicted to make expected progress.</p> <p>Department CLIFEs highlighted growing confidence and work scrutinies highlighted the</p> | |