



One In A Million Free School

Year 7 Catch Up Grant 2019-20

The Year 7 Catch-up Grant is received for each Year 7 student who does not secure an expected scaled score of 100 in the KS2 Assessments - indicating that these students have not fully grasped the KS2 curriculum. The grant is therefore issued to support these students in 'catching up' to their peers. The grant is primarily used in school to provide additional support for these students in developing Literacy & Numeracy skills.

In 2019-2020, One In A Million Free School (OIAMFS) received £15,000 to facilitate this undertaking.

Aim

OIAMFS is committed to eradicating any gap in attainment between those students who arrive at school below national expectations from KS2, and those students who entered the school at, or above, expected levels. This will be ensured through providing an educational experience which facilitates exceptional student progression.

Objectives

To ensure that identified students achieve in all subject areas at least in line with other students, and above the national averages of their peers.

To ensure that identified students have sufficient personalised pastoral support to allow them to achieve their potential.

Overview

Overview of the school 2018/2019	
Total number of students on roll (July 2020)	374
Total number of pupils eligible for catch-up funding	30
Total amount received	£15,000

How we use this funding

When students enter OIAMFS we ensure that all staff know and understand the starting points for their academic progress. We usually gain valuable information from their Primary Schools and in addition, we conduct important baseline assessments, in Literacy, Numeracy, PASS and CATS tests.

Working as part of a community which experiences significant levels of social and financial deprivation, the progress of some learners is particularly hampered by their literacy levels, therefore the school prioritizes the development of reading, comprehension and writing skills.

For students who enter the Secondary phase of their education with reading ages significantly below their chronological age, One In A Million will deliver a specific 'catch up' programme to support them in improving their existing skills in this vital area. The catch-up reading programme will be based on regular intensive individual or small group sessions using 'Reciprocal Reading' programme.

Alongside this, students of all ages are encouraged to read for pleasure. Ensuring that both young people and their parents have access to high quality stimulating reading materials is a school priority. The recently refurbished school LRC consists of a dedicated personal study space, bookracks, comfortable seating and an ICT area. Additionally, school have chosen to make a large investment in new book stock.

Throughout their time at One In A Million, interventions to support students who fall behind in core skills are and will remain a school priority. This will be achieved through interventions such as:

- Small group interventions, e.g. Reciprocal Reading programme
- Literacy & Numeracy support programmes.
- The Accelerated Reading programme
- Careers inspiration experiences
- Team building
- Enrichment activities
- Access to in class support.

Success Criteria

Evaluation of this policy will be based upon how quickly and effectively OIAMFS can support these students in 'catching-up' with the progress of their peers. The success criteria for the use of Year 7 Catch-up Funding is:-

- Increased and consistently improving Literacy & Numeracy levels
- Improved student aspiration and confidence
- Improved ability to use English and Mathematics skills in an employment context

- Students receive effective and differentiated lessons based on the accurate use of data.
- Students receive a skills - based curriculum which prepares them effectively for the world of work
- Students to enjoy literacy and numeracy tasks for pleasure as well as work.



Focus	Barriers To Learning	Desired Outcomes	Success Criteria	Spend	Chosen Strategies	Evaluation of Impact
To develop the literacy skills and confidence of students as a means of closing any existing gaps	Under-developed reading / literacy skills handicap student ability to engage fully with all areas of the school curriculum	To close the literacy gap and improve reading ages as quickly as possible, thereby promoting improved engagement across all areas of the curriculum	Student engagement in all curriculum areas shows consistent improvement	£7,200 Based on 20% of costs	Development of school LRC and provision of additional ICT hardware and reading materials	
Further develop the literacy strategy to close the reading age gap	Low reading ages on entry. Initial Assessment indicates that significant numbers of learners have a reading age below that of their chronological age	To close the literacy gap and improve reading ages as quickly as possible. Especially the practical application of these skills in employment context	Reading ages improve with the majority of Year 7 achieving a reading age of 11 and therefore are Secondary school ready and able to access the curriculum.	£500	Reciprocal Reading programme coupled with ongoing staff training Explicit teaching of employability Literacy outputs	
To develop and embed the Numeracy/Enterprise strategy to close the attainment gap	Students identified who were below 100 at the end of Key Stage 2 or in some cases both.	To close the Numeracy gap and improve Maths scores in GL Assessment. Especially the practical application of these skills in employment context	By LC 3 the majority of Year 7 should achieve or be within one sub level of their target grade.		Numeracy/Enterprise Strategy Maths/numeracy skills to be taught explicitly across the curriculum. Enterprise connected curriculum to support acquisition of numeracy skills Renewed emphasis on Numeracy strategy based	

					on the success of Literacy Strategy	
Specific Literacy / Numeracy interventions delivered by subject specialists to support students in closing the gap	<p>Low reading ages</p> <p>Inability to access Secondary curriculum</p> <p>Lack of maturity or delayed development compared to peers</p> <p>Low aspirations</p> <p>Lack of opportunity to be inspired</p>	Successful engaged learners that are motivated and ready to learn with their peers in core subjects in Year 8	Students to make appropriate progress against their target grades	<p>£4,965</p> <p>5% of total costs</p>	Specialist teachers to provide interventions in core subjects	
Neuro NDD Programme	Address underachievement via specific daily programme of intervention	Appropriate students make progress in keeping with that of their peers	Assessment of appropriate students and engagement with specialist daily programme	£3,000	Investment in programme and identification of suitable student cohort	
Develop a work skills curriculum and assessment system to underpin the practical application of Mathematics and English Skills.	Lack of understanding of the application and relevance of literacy and numeracy in an employment context.	Students close the gap and in addition can demonstrate their skills in an employment context	Literacy, Oracy and Numeracy improves for all students		<p>Developing the OIAM work skills curriculum with employers.</p> <p>Embedding it as part of our careers and guidance delivery system.</p>	

Introduce and train all staff in effective use of SIMS, in addition to specific C-POMS training for members of the school Safeguarding team.	<p>Poor attendance and engagement clearly affects attainment and student performance.</p> <p>Concerns around student wellbeing and welfare require effective documenting and where appropriate, sharing with other schools and agencies</p>	Improved attendance, wellbeing and participation	Students show a profile of strong attendance throughout the year in line with their non targeted peers	<p>£180</p> <p>20% of total costs</p>	Using SIMS software to target interventions for low attending students	
To effectively target and use enrichment activities to support closing the attainment gap.	Low confidence and aspiration	Confident, Happy and engaged learners	Improved PASS profile scores, improved attainment, behavior and attendance of targeted students		<p>Ensure full access to the OIAM enrichment provision for targeted students.</p> <p>Make Enrichment compulsory beyond the basic 20 hours for targeted learners.</p>	

Appendix 1

Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research, which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
1	After school programmes	£££££	★★★☆☆	+ 2 months	Low impact for high cost, based on limited evidence
2	Arts participation	£££££	★★★★☆	+ 2 months	Low impact for low cost, based on moderate evidence
3	Aspiration interventions	£££££	★★★☆☆	0 months	Very low or no impact for moderate cost, based on very limited evidence
4	Behaviour interventions	£££££	★★★★☆	+ 4 months	Moderate impact for very high cost, based on limited evidence
5	Block scheduling	£££££	★★★★☆	0 months	Very low or negative impact for very low or no cost, based on limited evidence
6	Collaborative Learning	£££££	★★★★☆	+ 5 months	Moderate impact for very low cost, based on extensive evidence
7	Digital technology	£££££	★★★★☆	+ 4 months	Moderate impact for high cost, based on limited evidence
8	Early years interventions	£££££	★★★★☆	+ 6 months	Very high impact for very high cost, based on extensive evidence
9	Extended school time	£££££	★★★☆☆	+ 2 months	Low impact for moderate cost, based on limited evidence
10	Feedback	£££££	★★★★☆	+ 8 months	Very high impact for low cost, based on moderate evidence
11	Homework	£££££	★★★★☆	+ 5	Moderate impact for very low or no cost, based on moderate

				months	evidence
12	Individualised instruction	£££££	★★★★★	+ 2 months	Low impact for low cost, based on moderate evidence
13	Learning styles	£££££	★★★★★	+ 2 months	Low impact for very low cost, based on moderate evidence
14	Mastery learning	£££££	★★★★★	+ 5 months	Moderate impact for low cost, based on moderate evidence
15	Mentoring	£££££	★★★★★	+ 1 month	Low impact for moderate cost, based on moderate evidence
16	Meta-cognition and self-regulation	£££££	★★★★★	+ 8 months	High impact for low cost, based on extensive evidence
17	One to one tuition	£££££	★★★★★	+ 5 months	Moderate impact for high cost, based on extensive evidence
18	Oral language interventions	£££££	★★★★★	+ 5 months	Moderate impact for low cost, based on extensive evidence
19	Outdoor adventure learning	£££££	★★★★★	+ 3 months	Moderate impact for moderate cost, based on limited evidence
20	Parental involvement	£££££	★★★★★	+ 3 months	Moderate impact for moderate cost, based on moderate evidence
21	Peer tutoring	£££££	★★★★★	+ 6 months	High impact for low cost, based on extensive evidence
22	Performance pay	£££££	★★★★★	0 months	Low or no impact for moderate cost based on very limited evidence
23	Phonics	£££££	★★★★★	+ 4 months	Moderate impact for very low cost, based on extensive evidence
24	Physical environment	£££££	★★★★★	0 months	Very low or no impact for low cost based on very limited experience
25	Reducing	£££££	★★★★★	+ 3	Low impact for very high cost,

	class size			months	based on moderate evidence
26	Repeating a year	£££££	★★★★★	- 4 months	Negative impact for very high cost, based on extensive evidence
27	School uniform	£££££	★★★★★	0 months	Very low or no impact for very low cost, based on very limited evidence
28	Setting or streaming	£££££	★★★★★	- 1 months	Negative impact for very low or no cost, based on moderate evidence
29	Small group tuition	£££££	★★★★★	+ 4 months	Moderate impact for moderate cost, based on limited evidence
30	Social and emotional learning	£££££	★★★★★	+ 4 months	Moderate impact for very low cost, based on extensive evidence
31	Sports participation	£££££	★★★★★	+ 2 months	Moderate impact for moderate cost, based on moderate evidence
32	Summer schools	£££££	★★★★★	+ 3 months	Moderate impact for moderate cost, based on limited evidence
33	Teaching assistants	£££££	★★★★★	0 months	Very low or no impact for high cost, based on limited evidence

<http://educationendowmentfoundation.org.uk/toolkit/>