

## **Year 7 Catch Up Funding 2018-19**

From 2016-17, Year 7 transferred to secondary school with scaled scores rather than the familiar National Curriculum levels. Students at the end of Year 6 who achieved a scaled score below 100 in English and Maths are deemed to be below the national average and at the level expected for their age. Therefore this is one indicator used to identify those who might benefit from additional intervention to support a catch up. At The Roundhill Academy we also use Family Fisher Trust data to identify those in need of targeted intervention.

### **Funding for 2018-19 academic year £16,127**

#### **Use of Funding to support accelerated learning**

1. Small group Fresh Start English. This is a phonics based program to develop speaking, reading and writing. This is delivered by the learning support department team to include both the Assistant SENDCO and the senior HLTA.
2. Small group Reading Inference tuition. This is a program designed to develop skills of comprehension and reading for meaning to move students beyond simply decoding. These interventions are delivered by the Assistant SENDCO and the senior HLTA.
3. Individual one to one Literacy interventions. These offer students a range of approaches to address speech and language development, reading, writing and Maths. These interventions are delivered by the Assistant SENDCO and the senior HLTA.
4. Additional targeted support in English lessons is delivered by the senior HLTA.
5. Additional targeted support in Maths lessons is delivered by the departments TA.

#### **Impact of the funding**

##### **English**

- 92% of the students included in the Fresh Start intervention made significant progress. An additional literacy intervention continued to support the individual that did not make enough progress from the Fresh Start course.
- In the best cases students were given the strategies they needed to independently decode language and therefore access texts they couldn't before. This is evidenced in improved scores on their PiXL baseline tests. Students were better able to work independently, more confident in responding to questions in class (both verbal and written) and teachers noted their improved attitude to learning generally.
- In most cases where it did not have this impact teachers noted other issues surrounding the students, including poor attendance, which have limited the impact Fresh Start could have.