

Catch Up Grant Expenditure: Portland Academy 2018/19

Number of pupils and Catch Up Grant received	
Total number of pupils on roll in Year 7	22
Total number of pupils eligible for Catch Up funding* *Based upon DfE QLA https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools#allocations-for-the-financial-year-2017-to-2018	22
Total amount of funding projected based upon 2017/18* allocation *DfE guidance as of Sept 17	£11,000

Summary of planned Catch Up expenditure	
Objective:	
Planned strategies with costs	Reason for objective
1) To accelerate progress for pupils in English/ Literacy;	<ul style="list-style-type: none"> To ensure all students have access to an engaging and appropriate curriculum. To implement, moderate and standardise assessment without levels. To increase the rates of progress in English (reading, writing and communication) for those pupils in receipt of Catch Up funding.

<p>Purchase Read Write Inc. and Derbyshire language /assessment and curriculum resources to further support teaching and provide training in the delivery of the programs to new year 7 staff. (£300)</p>	<ul style="list-style-type: none"> • To secure expected end of year progress for all pupils in year 7. • To reduce the gap between pupils starting points and age-related expectations in English through curriculum coverage and progression through stages. • To provide parents and carers with sufficient information, skills and knowledge to support their child with the strategies pupils are using in school.
<p>Purchase and develop formative and summative assessment to moderate and validate year 7 English assessments and achievement. (£100)</p> <p>Attend Trust and regional moderation events in English/Literacy (£100)</p> <p>English intervention groups and 1:1 during target time. (LSA time, resources, planning = £3000)</p> <p>Host an afternoon for parents to share literacy homework resources and ideas and ensure school staff attend yr6 EHCP meetings for identified students £2000)</p>	<p>Evidence measure</p> <ul style="list-style-type: none"> • Termly tracking of pupil progress data. • Evaluation of intervention strategies and their impact. • End of year analysis of the number of pupils meeting their target (expected progress), not yet achieving their target and those exceeding their target. • Comparative analysis and moderation with other similar schools.
<p>Objective:</p>	
<p>Planned strategies with costs</p>	<p>Reason for objective</p>
<p>To accelerate progress for pupils in Numeracy;</p>	<p>To ensure all pupils have access to an engaging and appropriate curriculum. To implement, moderate and standardise assessment without levels.</p>

<p>Continued development of quality mathematics curriculum in partnership with Trust. (£300) Purchase of standardised external testing to moderate and validate year 7 Maths assessments and achievement. (£100) Attend Trust and regional moderation events (£100) Maths intervention groups and 1:1 during target time. (LSA time, resources, planning = £3000) Host an afternoon for parents to share numeracy homework resources and ideas and ensure school staff attend yr6 EHCP meetings for identified students (£2000)</p>	<p>To increase the rates of progress in mathematics for those pupils in receipt of Catch up funding. To secure expected end of year progress for all pupils in year 7. To provide parents and carers with sufficient information, skills and knowledge to support their child with the strategies pupils are using in school</p> <p>Evidence measure</p> <ul style="list-style-type: none"> • Termly tracking of pupil progress data. • Evaluation of intervention strategies and their impact. • End of year analysis of the number of pupils meeting their target (expected progress), not yet achieving their target and those exceeding their target. • Comparative analysis and moderation with other similar schools.
<p>Review of expenditure 13/02/19</p> <p>1.To accelerate progress for pupils in English/ Literacy; *64% of targets exceeded expected progress in English 16% more than the rest of secondary * 7% of targets were not met. One student did not make expected progress across all strands of English. The student is currently supported 2:1 and is following an alternative timetable. Within Writing 70% of year 7 targets were exceeded compared with 44% (+26%) for the rest of secondary. Speaking and listening targets were also more successful in year 7 when compared to the rest of secondary.</p> <p>2.To accelerate progress for pupils in Numeracy;</p>	

***Only 3% of year 7 targets were not met in Maths compared to 5% across the rest of Secondary Although fewer year 7 targets were exceeded**

Previous academic year

Desired outcome	Chosen action/approach	Evaluation of impact: Did you meet the success criteria?	How will this approach be sustained?	Cost

Interim evaluation using the evidence collated in Learning Plans – February 2019

English

- Three different students who have not yet met one or more of their English targets- this was a greater proportion of the cohort compared to the other years of secondary.
-3% All English, -6% Reading, -4% Writing + 2% Speaking and Listening
- More students exceeded their English targets than the other year groups in secondary –
+1% in reading, +26% in writing and +31% in Speaking and Listening

Academy Next Steps: Further moderate the English curriculum – Does the gap between reading, writing and S&L reflect their on entry data?

Maths

- Only 1 student did not meet their Maths target in year 7
- Slightly more students in the rest of secondary exceeded their Maths target; Gap – 9%