

## Year 7 Catch-up funding statement 2017/18

### Current cohort

In the KS2 national tests 2017, 11 pupils failed to achieve ARE in reading, 12 pupils were not secure in maths and 12 pupils were below expected standards in writing. In 2016-17 WMMS received £2318 to provide support to these students in Year 7 and enable them to make progress towards age related expectations. The interventions for these students are as follows:

- High adult/pupil ratio in English lessons (teacher and TA)
- High adult/pupil ratio in Maths lessons (teacher and TA – sometimes 2 TAs – with 14 students)
- 1:1 Speech and Language intervention with 2 pupils.
- 1:1 dyslexia intervention with 3 pupils.
- Rapid reading intervention.
- Writing intervention with English teachers.
- EHCP application for 1 student.

All of these students have also received ongoing support throughout their time at WMMS, including Rapid Reading, 1:1 or small group work intervention, booster classes, SENSS support.

### Year 7 Catch up funding 2015-16

The school received £2000 to support the pupils who did not reach age-related expectations following the 2016 national tests. Figures were as follows:

	Reading	Writing	Maths
Number of students who failed to achieve age-related expectations	15	16	28
Number of these students who were in WMMS in Year 7	15	16	25

During Year 7, these students were offered the following support and provision to enable them to progress:

- High adult/pupil ratio in English lessons
- High adult/pupil ratio in Maths lessons
- 1:1 intervention for reading/maths
- Rapid reading intervention with specialist TA (1-1 or 1-2)
- Reading comprehension intervention with English teachers

Outcomes:

	Y6 Outcome			Y7 Outcome			Y8 On-going		
	Reading	Maths	Writing	Reading	Maths	Writing	Reading	Maths	Writing
AC08	D	D	D	D	D	S	D	S	D
AG08	S	D	S	S	S	S	S	S	S
AS08	S	D	S	S	S	S	S	S	S
BH08	D	D	D	D	D	D	D	D	E
BW08	D	S	D	S	S	S	S	S	S
CK08	S	S	D	S	S	S	S	S	S
DC08	S	D	D	S	D	D	S	S	D
EP08	D	S	S	S	D	S	S	S	S
GL08	D	D	D	D	S	D	D	S	D
HB08	S	D	S	S	D	S	S	D	S
HS08	S	D	S	S	S	S	S	S	S
IA08	S	D	S	S	S	S	S	S	S
JB08	D	D	D	D	D	D	D	D	D
JS08	S	D	S	M	S	S	M	S	S
JST08	S	D	D	S	S	D	S	S	S
JW08	S	D	S	S	S	S	M	S	S
JWE08	S	S	D	S	S	S	S	S	S
KD08	D	D	D	D	D	D	D	D	D
KT08	S	D	D	S	D	D	D	D	D
LL08	D	S	S	S	D	S	S	S	S
LP08	S	D	S	S	D	S	S	S	S
LT08	D	S	S	S	S	S	S	S	S
MC08	S	D	D	S	S	S	S	S	S
MCC08	D	D	D	D	D	D	D	D	D
MU08	D	D	S	S	D	S	S	D	S
RT08	D	D	D	D	D	D	D	D	D
SF08	E	E	E	D	D	D	D	S	D
TR08	D	D	D	D	D	D	D	D	D
Not ARE	14	22	16	9	15	11	10	9	11
Not ARE%	50	79	57	32	54	39	36	32	39
ARE+	14	6	12	19	13	17	18	19	17
ARE+%	50	21	43	68	46	61	64	68	61
				up 18%	up 25%	up 18%	up 14%	up 47%	up 18%

**Reading:**

All pupils who did not reach expected standards in reading at KS2 take part in targeted intervention in year 7 to enable them to make accelerated progress and thus catch up with their peers. Specialist TAs lead the daily Reading Eggs catch-up programme, which rapidly develops pupils' reading comprehension skills and in class, these pupils receive significant, targeted support from teachers and TAs, allowing them to make sustained and rapid progress in reading. As well as this, specialist TAs also deliver particular programmes for pupils with specific needs.

**Writing:**

In writing, all pupils who did not reach expected standards at KS2 receive targeted intervention to boost their progress and quickly catch up in order to meet Age Related Expectations. As well as being given substantial, in-class support from teachers and TAs, pupils are additionally provided with writing intervention sessions with English teachers – both of these means of support ensure that pupils are enabled to develop the specific skills, which they had not fully grasped at KS2, and continue to make the expected progress in year 7.

**Maths:****Arithmetic:**

All pupils who did not reach expected standards in maths at KS2 take part in baseline assessments at the start of Year 7. Intervention in year 7 is planned in relation to gap analysis tools, to enable them to make accelerated progress and thus catch up with their peers. Specialist TAs lead the use of Rapid Maths catch-up programme, which rapidly develops pupils' arithmetic skills and reinforces age-related expectations for using and applying the four operations. In class, these pupils receive significant, targeted support from teachers and TAs, allowing them to make sustained and rapid progress in arithmetic.

**Reasoning and Application of Concepts:**

In mathematical reasoning, all pupils who did not reach expected standards at KS2 receive targeted intervention to boost their ability to extract key information from worded mathematical questions and rapidly identify the correct process needed to solve such problems. As well as being given substantial, in-class support from teachers and TAs, pupils are additionally provided with reasoning intervention sessions with Maths teachers during growth time slots.