

Landgate Year 7 Catch Up Strategy Evaluation Summary 2019-2020

| 1. Summary information | | | | | |
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| School | Landgate School and College | | | Type of SEN (eg.PMLD/SLD/MLD etc.) | ASC including; C&I / C&L / SEMH / P&S |
| Academic Year | 2019/2020 | Total Y7 catch up budget | £7000 | Date of most recent Review | January 2020 |
| Total number of pupils | 100 | Number of pupils eligible for Y7 catch up | 12 | Date for next internal review of this strategy | April 2020 |
| <p>The Government has made a commitment to provide additional funding to schools for each year 7 pupil who did not achieve at least level 4 in the Key Stage 2 national curriculum tests in reading and/or mathematics. The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it. In 2018-2019 Landgate has decided to spend this funding on:</p> | | | | | |

| 6. Review of Expenditure | | | |
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| Previous Academic Year | | 2019-2020 | |
| i. Quality of Teaching for All. | | | |
| Desired Outcome | Chosen Action/Approach | Estimated impact: Did you meet the success criteria? | Lessons learned (and whether you will continue with this approach) |
| Learners make exceptional progress towards their end of year target in fluency of mathematics | 1 Weekly intervention sessions with maths subject specialist, focusing on number and calculation to develop mathematical fluency. | Learners made exceptional progress in developing their number fluency as a result of quality first teaching informed by misconception identification in interventions. Learners | Interventions were planned in advance based on learner misconceptions from previous session and as highlighted from RM easimaths data. Learners made sustained progress resulting in the majority of learners meeting end of year target. Due to Covid 19 interventions were adapted to; homework menus, homework packs, RM Easimaths and Purple Mash maths to target learner gaps in number. |

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| | | received targeted number interventions using Kangaroo Maths, RM easimaths. | |
| Learners make exceptional progress towards their end of year target in decoding a text within reading. | Weekly intervention sessions with Secondary English specialist, focusing on phonics to develop spoken language and reading, supporting learners to decode a word. | As a result of quality first teaching and interventions being delivered by English specialist, learner misconceptions and gaps in learning were identified and targeted. Learners are making progress towards achieving their flightpaths. | Learners made sustained progress as a result of targeted interventions informed by learner starting points. Learners followed letters and sounds phonics scheme. Due to Covid 19, interventions were adapted to; phonics focused and reading focused activities included in homework menus and homework packs. |
| Learners make exceptional progress in their spoken language, this supports expressive writing. | Weekly intervention sessions with Secondary English specialist, focusing on developing and extending vocabulary. | As a result of phonics interventions, phonics sessions in English lessons and 1:1 targeted support, learners made good progress towards achieving their flight path targets. Next steps are for learners to transfer their phonics skills into their writing. | Learners made sustained progress as a result of targeted interventions informed by learner starting points (progress shared in data report). Misconceptions and gaps in knowledge and understanding were identified and addressed. Due to Covid 19, interventions were adapted to; writing and spoken language focused activities included in homework menus and homework packs. |
| Cost | £4400 | | |
| ii. Targeted Support | | | |
| Desired Outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? | Lessons learned (and whether you will continue with this approach) |
| Learners make exceptional progress in their spoken language | 1 weekly intervention with Funbox Jo, a signalong session incorporating current music and encourages learners to | Learners develop a rich vocabulary, independence in signing to communicate and sustained engagement for | Earwig evidence highlights learners make good progress over time. The Funbox Jo plan of songs changes each half term, this develops learners' vocabulary and staff CPD. As a result of Covid, Funbox Jo sessions were accessed remotely by learners and their families. |

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| | dance, sing and express themselves. | a period of time. Learners to transfer signalong in their everyday life and practice their signs throughout the week. As a result of this, learners' self-confidence develops over time. | |
| Learners are confident at using maths in the community | 1 weekly intervention session in the community. Independence and confidence using money in the community is a key skill for all learners. Learners access 4 weekly mathematics lessons, this intervention provides the opportunity for learners to apply their knowledge and understanding in a 'real life' context. | Learners were provided with regular opportunities to exchange money for an item, wait for change and be responsible for their own money. Learners are able to communicate within their community. | 100% of learners achieved their AQA Unit Awards. Learners were unable to attend interventions during Covid 19 but were provided with activities to continue to develop the skills to achieve their accreditation units. Earwig evidence shows good and sustained progress over time. |
| Cost | £1600 | | |