

## Catch up Funding Action Plan 2018-19

At Queen Elizabeth's Academy we currently have 26 students who are eligible for catch up funding: 20 for English, 16 for maths, 14 students for both maths and English.

Planned Allocation and expenditure for the academic year 2018-19

- The Academy has been allocated £15,575 for the academic year 2018-19
- Planned expenditure for academic year 2018-2019: £16,455

Key aims:

- To develop a clear direction and focus for rapid improvement in literacy and numeracy
- To ensure that planned intervention is matched to student need

Area of catch up	cost	Objective	Expected outcome	Impact						
Literacy	£10,750  Resources £750	To raise the literacy of students identified in the KS2 data. As of September 2018 this includes 7 students. Staffing from TAs within the academy will be used for smaller group intervention: <ul style="list-style-type: none"> <li>- Lexia programme – students will spend 20 minutes a day using the software and be pulled out of afternoon tutor time</li> </ul>	Improve reading age and access to KS3 curriculum, if in line with 2017-18 students will double progress of standard English lessons (i.e. students make progress of at least 5 lexia levels)	<p>Currently students have three sessions a week</p> <ul style="list-style-type: none"> <li>- All students who access Summit provision</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>Lexia level baseline DC1</th> <th>Lexia level DC3</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>3.4</td> <td>21.9</td> </tr> </tbody> </table> <p>Core students who require catch up literacy are also given an additional lesson of English (6 periods)</p> <p>Access to TAs in Lexia lessons for support</p> <p>Key Figures for last half term:</p> <ul style="list-style-type: none"> <li>- Hours – 8.35</li> <li>- 106 units completed</li> <li>- Awaiting PTE tests to be returned to measure impact (will be ready June)</li> </ul>		Lexia level baseline DC1	Lexia level DC3	Y7	3.4	21.9
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		<div data-bbox="528 276 1057 480" style="background-color: #92d050; height: 128px;"></div> <div data-bbox="528 480 1057 699" style="background-color: #ff0000; color: white; padding: 5px;"> <ul style="list-style-type: none"> <li>- Talk for Literacy programme (12 week schedule implementing X2 weekly sessions) – TA led</li> </ul> </div> <div data-bbox="528 699 1057 1090" style="background-color: #ff0000; color: white; padding: 5px;"> <ul style="list-style-type: none"> <li>- Developing TA with Read Write Inc (Fresh Start). (arranged with RHN)</li> <li>- At least two sessions a week in small focused groups</li> </ul> </div>	<div data-bbox="1057 276 1341 480" style="background-color: #92d050; height: 128px;"></div> <div data-bbox="1057 480 1341 699" style="background-color: #ff0000; color: white; padding: 5px;"> <p><b>+3 months progress comparative reading scores (4+ against FSM based on EEF trials 2016)</b></p> </div> <div data-bbox="1057 699 1341 1090" style="background-color: #ff0000; color: white; padding: 5px;"> <p><b>Phonics skills improved – helping to build foundation with key literacy skills in line with NGRT or equivalent testing will result in +0.24 increase in reading scores (Durham Research Online 2016)</b></p> </div>	<p>Due to staffing issues this has not yet been launched. Discussions with SENCO have led to potential staffing from TAs. This should lead to an extra two days provision to staff programme.</p> <p>Due to staffing issues has not begun</p> <p>Going into 2019/20 overstaffing in the English department will allow for specific intervention groups (2 periods a week) access to Lexia</p> <ul style="list-style-type: none"> <li>- GBH has been given Read Write Inc training through DALp organized event (5/6/19) to be delivered from September</li> <li>- Lit TA potentially identified to be based in library and coordinate literacy interventions with 3 periods a week support from English teacher</li> </ul>
Numeracy	Staffing £4.955	<p>To ensure we minimize the key knowledge gap for students who achieved less than a 92 maths scaled score.</p> <p>There is a 12 week programme, covering 17 core topics. A baseline test will take place in October (end) and a further test to evidence progress in March 2019.</p>	<p>More secure understanding of 17 core topics ('less amber/red') compared to the pre-test data.</p> <p>Achieve at least 60%</p>	<p><b><u>Year 7 Mathematics Intervention 2018-19 Report</u></b></p> <p><b><u>Context</u></b> Year 7 Intervention commenced at the beginning of the Autumn Term with identified students. Each student receives 2 intervention lessons per week</p> <p><b><u>Delivery focusses on the Key topics students need to understand in</u></b></p>

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		<p><b>ABS</b> to monitor effectiveness in all 17 core topics that <b>AKN</b> will be delivering.</p> <p><i>(EEF Improving maths Nov 2017: use structured interventions to provide additional support) (EEF small group tuition 4+ months)</i></p> <p>Improve fluency in mathematics <i>(EEF Improving maths Nov 2017: ensure pupils develop fluent recall of facts)</i></p>	<p>raw score in the final baseline test</p> <p><i>(Evidence: Baseline tests; data entry SIMS, progress testing, KS3 tracking)</i></p> <p>Secure knowledge of basic numeracy/times tables Improved 'attempt rate' of questions previously not answered. <i>(Evidence will be provided in the baseline and follow-up tests)</i></p>	<p><b>order to progress with their learning:</b></p> <table border="1" data-bbox="1350 316 1933 459"> <tr> <td>Place Value</td> <td>Decimals</td> <td>Calculating with money</td> </tr> <tr> <td>Times tables</td> <td>Equivalent Fractions</td> <td>Division</td> </tr> <tr> <td>Addition and Subtraction</td> <td>Fractions of amounts</td> <td>Squares and roots</td> </tr> <tr> <td>Doubling and halving</td> <td>Percentages of amounts</td> <td>Sequences</td> </tr> <tr> <td>Multiply/Divide by powers of 10</td> <td>Coordinates</td> <td>Complements</td> </tr> <tr> <td>Negative Numbers</td> <td>Scales and Measures</td> <td>Odd, Evens and multiples</td> </tr> <tr> <td>Time</td> <td></td> <td></td> </tr> </table> <p><b>Delivery and resources</b></p> <p>DALP shared resources form the basis of delivery but in order to involve students and judge individual understanding student whiteboards are used extensively. There is a strong focus on Knowledge Retrieval – the students need regular repetition of each topic to consolidate their understanding. There is also a significant ability range within the group and those able to access higher level tasks are given the opportunity to do so.</p> <p><b>Progress</b></p> <p>94% of students in KS3 tests achieved 60% in latest assessment</p> <p>Students completed a Pre - assessment at the start of the programme to identify areas where their understanding was less secure and these areas are targeted each week. The results of this are shown below.</p>	Place Value	Decimals	Calculating with money	Times tables	Equivalent Fractions	Division	Addition and Subtraction	Fractions of amounts	Squares and roots	Doubling and halving	Percentages of amounts	Sequences	Multiply/Divide by powers of 10	Coordinates	Complements	Negative Numbers	Scales and Measures	Odd, Evens and multiples	Time		
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Daniszewski	Szymon	R	R	R	R	A	A	R	R	R	R	R	R	R	R	R	R	R	R	13	4	1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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Gordon	Bethany	A	R	R	R	R	A	A	R	R	R	R	R	R	R	R	R	R	R	8	7	3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Dobb	James	R	R	R	R	R	A	A	R	A	R	A	A	A	R	A	R	R	R	7	8	3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Fox	Luke	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	14	2	2																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Jackson	Cameron	A	R	R	R	R	A	A	R	R	R	R	R	R	R	R	R	R	R	5	8	5																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Stone	Rihanna	A	R	R	R	R	A	A	R	R	R	R	R	R	R	R	R	R	R	7	8	3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Wood	Ellie	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	16	2	0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Wright	Sapphire	R	A	A	R	A	A	A	R	R	R	R	R	R	R	R	R	R	R	7	7	4																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								