

# Year 7 Catch Up strategy statement

1. Summary information					
School	Pinewood School Academy Trust				
Academic Year	2019/20	Year 7 Catch Up Budget	£19000		
Total number of pupils	38	Number of Pupils eligible for Y7 Catch Up	38	Date for next internal review of this strategy	September 2020

2. Current attainment		
	Pupils eligible for Year 7 Catch Up (Pinewood)	Pupils eligible for Year 7 Catch Up Premium (national average)
100% Below age related expectations in reading	100%	%
100% Below age related expectations in writing	100%	%
100% Below age related expectations in maths	100%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	All pupils have a range of additional needs. Their cognitive ability is that of a much younger child and many remain working within the p levels (School assessment system records p1-8 as levels 1-8) on entry.
<b>B.</b>	Vocabulary for many pupils similar to those of children in Key Stage 1
<b>C.</b>	Ability to understand abstract concepts and the tendency to compartmentalise learning. Transferable skills
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Some issues of social deprivation amongst a number of pupils. A number of pupils within the 85%-90% attendance bracket often due to medical issues.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	For pupils to be able to generalise learning and transfer skills between areas of learning	Pupils learning across the curriculum is evident due to skills being consistently transferred
<b>B.</b>	Developing a resilience for learning	Attendance in school and preparedness to work through problems both in lessons and out of lesson
<b>C.</b>	To close the gap between their starting points and national expectations	80% of pupils will narrow the gap
<b>D.</b>		

5. Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils make rapid and sustained progress in Maths	External Advisory staff supporting Head of Faculty Staff Meeting and INSET time devoted to Mathematics teaching and learning including across the curriculum	Data shows that pupils in 2018/19 made better progress than in 2019/20	Data Analysis Pupil progress meetings Lesson observations Review of pupil work.	Rum	February 2020
Students given opportunities to read 3x per week.	Additional support in class for years 7 to facilitate additional reading sessions.	Frequency and repetition facilitates progress in students with learning difficulties.	Lesson observations Learning Walks Wall displays Off-site visit records Review of pupil work.	LJo	February 2020
<b>Total budgeted cost</b>					£4000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students in Year 7 supported in class to make rapid and sustained progress in Literacy and Numeracy	Enhance staffing in Year 7 – 2 TAs per class	In 2018/19 the percentage of students making expected progress in writing went up from 62% - 85% on the previous year and in Maths from 59% - 78% on the previous year.	Data Analysis Pupil progress meetings Lesson observations Review of pupil work.	LJo/RUm	February 2020
<b>Total budgeted cost</b>					£12000
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Total budgeted cost</b>					£

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2018/19</b>			
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Pupils make rapid and sustained progress in Maths	External Advisory staff supporting Head of Faculty Staff Meeting and INSET time devoted to Mathematics teaching and learning including across the curriculum	In 2018/19 the percentage of students making expected progress in Maths from 59% - 78% on the previous year.	Although there are positive trends in year 7 which indicate that this strategy is making a difference. It is also the case that the teacher confidence in delivery is improved leading to improvements. However. The coming year will indicate whether this improvement is sustained or due to variations in cohort.	£2000	
Students given opportunities to read 3x per week.	Additional support in class for years 7 to facilitate additional reading and numeracy sessions.				
<b>ii. Targeted support</b>					
Students in Year 7 supported in class to make rapid and sustained progress in Literacy and Numeracy	Enhance staffing in Year 7 – 2 TAs per class	In 2018/19 the percentage of students making expected progress in writing went up from 60% - 80% on the previous year and in Maths from 59% - 78% on the previous year.	Over two years we have seen improvements in year 7 progress as a result of this strategy.	£12000	
<b>iv. Other approaches</b>					
Girls achievement raised in reading, writing and maths due to improved quality of teaching in these subjects	Analysis of girls starting points. Do girls start from a lower/higher/similar starting point to boys	Percentage of girls making expected progress or better in writing rose from 60%-80%.  Percentage of girls making expected progress or better in mathematics rose from 70%-87%.			

	Demographic of girls – family circumstances Analysis and improvement of curriculum to ensure girls are fully included in the teaching styles and methods/curriculum content Focus by teachers on girls achievement.			

## 7. Additional detail

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