SECKFORD FOUNDATION
FREE SCHOOLS TRUST

"Providing a foundation for life"

Year 7 Catch-up funding MONITORING AND EVALUATION

School:	**Beccles Free School**
Date of Report:	September 2017
Report Author:	Tom Ward
Trust Board Member:	Vanessa Nicholson

Summary information

Students on roll in year 7	50	Total 7CF budget	£7,433	Date of previous review	September 2016
Students eligible for 7CF	30	Percentage of Cohort eligible	60%	Date for next review	October 2018

Current attainment - Whole School

Year 7 data 2017/2018	All Students	National average
% achieving below expected progress in English	46%	
% achieving expected progress in English	54%	
% achieving below expected progress in maths	46%	
% achieving expected progress in maths	54%	

Additional detail

We use the Cognitive Abilities **Test** (**CAT4**) as a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

Students who achieve a SAT and or CAT4 score below 85 are identified in the first instance to receive additional support through the Y7 Catch-Up Funding.

At Beccles Free School in Year 7 we have the following CAT4 outcomes:
- The CAT4 Standardised Assessment Score for the whole cohort is 94; -6 below average.
- 20% students are below 85.
- 30% have a Verbal Reasoning below 85.
- 27% have a Non Verbal Reasoning below 85.

- The SATs outcome for the whole cohort is 103; +3 above average.

Barriers to future attainment (for students eligible for catch-up funding)

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers

A	*Identify barriers that need to be addressed in-school such as low Literacy, as well as external factors such as poor home learning environments.* Student aspirations
B	Percentage of students entering year 7 who did not achieve the national standard of 100 for reading at KS2. School percentage 46%
C	Percentage of students entering year 7 who did not achieve the national standard of 100 for Maths at KS2. School percentage 46%
D	Percentage of students entering year 7 who did not achieve the national standard of 100 for SPAG at KS2. School percentage 32%

External barriers *(issues which also require action outside school, such as low attendance)*

A	Attendance
B	Rates of progress at KS2

Outcomes

	Desired outcomes and how they will be measured	Success Criteria (RAG rate)
A	Raise attainment of Low ability students in year 7.	% of student working within or above their target grade to be inline or above their peers. In English.
B	To ensures students are reading at or above their appropriate reading age.	% of students at the end of the year who are working below their expected reading age will be significantly less than 46%
C	To ensure students are working at their expected ability in Maths by the end of the year.	% of students at the end of the year who are working below their expected age in maths will be significantly less than 46%

Planned Expenditure

Current Academic Year: 2017 - 2018

Type of Support	Desired outcome	Chosen action / approach	Evidence and Rationale for Choice*	Impact Monitoring and support	Staff lead	Review Date	Cost: Staffing/ Resources
Staffing	Increase student's literacy and numeracy levels to be in line with students of the same age.	Staffing of HLTAs to support within lessons and deliver specific intervention sessions such as Ruth Miskin Fresh start literacy, Lexia reading and numeracy interventions.	Targeted interventions to build on prior learning gaps and address literacy and numeracy issues for specific students. In class support to help embed the learning from the targeted intervention sessions.	Student progress will be monitored through the use of the Lucid Exact software and through the Fresh start literacy programme. Students PCP data will also be used to monitor impact across a range of subjects including English and Maths	TWA/CRO/JPE	September 2018	£7,433
						Total budgeted cost	£7,433

Review of expenditure

Previous Academic Year: 2016 - 2017

Desired Outcome	Chosen action/ approach/ Type of Support	Estimated impact *Did you meet the success criteria? if appropriate. Where relevant refer to attainment data, progress data, case studies, attendance / behaviour data.*	Lessons learned *May be about impact or implementation; Will you continue with this approach?; if approaches didn't meet success criteria, will funding continue, if so, why?*	Cost
Increase students literacy and numeracy	Staffing of HLTAs to support within	At the end of Y7 79% of students who entered the school working below	The targeted use of HLTA to improve student's literacy and	£6,396

| levels to be in line with students of the same age. | lessons and deliver specific intervention sessions. | expected in reading were making within or above expected progress by the end of the year. In Maths 85% of students who entered the school working below expected in Maths were making within or above expected progress at the end of the year. Through targeted intervention programs such as Lexia, Spelling mastery, Passport maths and Fresh start literacy students increased their reading, literacy and numeracy ability. In Spelling Mastery the average spelling age of the students who did not make expected progress in reading at KS2 was 8yrs 9 months and in April the average spelling age of these students had risen to 9 yrs 6 months making on average 9 months progress. In Lexia reading the average reading age of the students who did not make expected progress in reading at KS2 was 9yrs 4 mounts and in April the average reading age was 10yrs 1 month making on average 9 months progress. In Passport maths the average percentage test score for the students who did not make expected progress in Maths at KS2 was 23% and when they were tested at the end of the year the average percentage test score was 46.5%. In Fresh start literacy 100% | numeracy levels really worked and we will be using this outcome in future. | |

		students who did not make expected progress in reading at KS2.		
Purchase of resources to support interventions that will Increase student's literacy and numeracy levels to be in line with students of the same age.	Resources to support targeted intervention sessions	The resources that were purchased helped identify students and their specific learning needs which enabled the school to target intervention and support to ensure it had maximum impact on the students.	The resources that were used this year will be used again this coming year and the school will be looking to develop the resources it has available in the coming year.	£1795
			Total expenditure	£8,191

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		interventions.	the targeted intervention sessions.	impact across a range of subjects including English and Maths			
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