

Year 7 Catch-up Funding 2017/18

The following table shows how this funding has been allocated. The allocations have been made to school on the basis of students who arrived at Ebor Academy Filey achieving low levels on entry (below 90 points).

	2017/18 Funding	2016/17 Funding
Total funding allocation	10,500	8,500

Funding 2017/18	Funding 2016/17	Aim	Action	Success Criteria
£9500	£8200	<ul style="list-style-type: none"> • To improve literacy for selected students below 90 points on entry) by extending the range and type of support available to low ability students. 	<ul style="list-style-type: none"> • Plan and manage the literacy programme. • Purchase additional support materials to promote reading. • Improve ICT resources for reading. • Additional reading session twice weekly in library with support staff. • Use supply TA time to do individual work on spelling / handwriting. • Small group intervention using Literacy Progress Units. 	<ul style="list-style-type: none"> • Selected students improving assessed literacy levels to chronological expectation where possible. • Additional staff trained to deliver and assess reading program. • Improved confidence in literacy work due to having focussed intervention for extended period. • Improved levels in target students for both reading and writing. • Handwriting improved over time and increased awareness of requirements of presentation for subjects.
£1200	£1000	<ul style="list-style-type: none"> • To improve numeracy for all students who entered the school below 90 points by providing an additional range of support. 	<ul style="list-style-type: none"> • Provide level specific work books for selected students. • Improve the assessment of low ability students to allow the better targeting of support. 	<ul style="list-style-type: none"> • Selected students improving assessed numeracy levels to chronological expectations where possible.

Summary of Impact for Catch-up Funding 2017/18

Actions	Impact
Booster support with literacy.	<ul style="list-style-type: none">• Y7 students engaged with different staff in small groups enabled all to build confidence and improve by at least one sub level over the period of time.• Handwriting improved in identified cohort through weekly focus and homework as well as appropriate equipment being provided.• Staff use reading program to support students more effectively.
Booster support with reading.	<ul style="list-style-type: none">• Y7 attended additional reading sessions in the LRC at morning registrations. Without exception those students selected increased their reading age by more than their chronological age prior to the end of the academic year. (One student had 'one-to-one' intervention).• Y8 worked with an ATA in either small groups (2-3) to improve reading and comprehension of text. Without exception all improved their reading ages by considerably more than their chronological age.