



**Full Governing Body Meeting**

**2<sup>nd</sup> October 2019**

**Use and Impact of Catch-Up Grant**

**September 2018 – August 2019**

## **Governors report on use of Catch-Up Grant**

### **What is Catch Up Grant?**

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least level 4 in reading or maths at the end of key stage 2 (KS2). The catch-up funding is designed to ensure that students who have not achieved their potential at KS2 are not disadvantaged by this. The wider aims of the catch-up funding include:

- To increase social mobility
- To ensure that students from all backgrounds have an equal opportunity to be successful
- To reduce the attainment gap between the highest and lowest achieving pupils nationally

### **Planned Expenditure**

The plan for expenditure for 2018/19 was that the pupils in year 7 would all receive an increased level of personalisation which was relevant to their individual need. There were 28 year 7 pupils and the school received an additional £12,273. There were 7 classes with year 7 pupils. The funding increased the number of TA hours per class by 3 per week. The additional TA support enabled smaller groups to give targeted interventions for literacy and numeracy and supported reducing pupils' barriers to learning.

Training took place for staff in phonics and reading approaches. A new Reading Policy was also introduced. There were regular refreshers led by a teacher in school. Training in maths, phonics and reading was covered in the school's training programme.

The achievement of year 7 pupils was tracked in line with school procedures and evidence indicated they would achieve good/outstanding results in relation to their individual need.

### **Pupil Progress**

Southall evaluates pupil progress through a wide range of measures and for pupils in year 7 this includes:

- Annual review reports detailing pupil progress.
- Evidence in teacher appraisals as the judgement of teaching is always measured on the impact on pupil engagement, progress and achievement. The process also uses data on targets set at the beginning of the year.
- Regular monitoring by the Headteacher and Deputy Headteacher including performance management, learning monitoring walks and informal/drop in interactions/classroom visits.
- Half termly monitoring of the school's assessment system to identify pupils who have exceeded expectations or have not achieved expected progress.
- Senior Leaders review students' books to ensure progress is clearly marked using the 'what went well?' and 'even better if' system according to the school's assessment and marking policy.

### **Evaluation of Progress**

The Leadership Team have tracked and analysed the progress of the pupils in year 7 and have concluded that all pupils have made progress in the year.

## English

Level of progress	Percentage %
Made progress and exceeded target by more than 20%	59.26
Made progress and on track	11.11
Made progress but below target by more than 20%	25.93
No progress but above target	0.00
No progress and below or on target	3.70

## Maths

Level of progress	Percentage %
Made progress and exceeded target by more than 20%	74.07
Made progress and on track	11.11
Made progress but below target by more than 20%	11.11
No progress but above target	0.00
No progress and below or on target	3.70

Examples of some pupils' individual progress is documented in the pupils' annual review reports. Individual data is not included in this report to prevent pupils being identified, however, the Leadership Team have the data in school.

## 2019-2020

### Income for 2019/2020

There are 31 pupils in year 7. The school, therefore, anticipates that it will receive approximately £15,500 additional funding, however, £13,000 was projected when the budget was set. The plan is to spend this money on additional TA hours to increase the level of personalisation in teaching of basic skills in English and maths. £15,500 will provide an additional 1,243 TA hours for the year to be used between the classes with which have year 7 pupils. There are 6, however, these classes also include year 8 pupils.

### Monitoring of Impact for 2019/2020

The progress will be monitored through:

- Annual review reports detailing pupil progress.
- Evidence in teacher appraisals as the judgement of teaching is always measured on the impact on pupil engagement, progress and achievement. The process also uses data on targets set at the beginning of the year.
- Regular monitoring by the Headteacher and Deputy Headteacher including sessions in all classes by the Deputy, appraisal roles, learning monitoring walks and informal/drop in interactions/classroom visits.
- Half termly monitoring of the school's assessment system to identify pupils who have exceeded expectations or have not achieved expected progress.
- Senior Leaders review students' books to ensure progress is clearly marked using the 'what went well?' and 'even better if' system according to the school's assessment and marking policy.
- Presentation of data to governors.