

**The Oldham Academy North
Year 7 Catch Up Funding 2015-2016
Impact Statement**

“The school swiftly identifies Year 7 pupils who need additional support for English and mathematics. Pupils are grouped together and follow a specific ‘nurture’ curriculum, which meets their needs and boosts their progress in English and mathematics.”

“Due to early identification and effective strategic support using the catch-up funding, the least able pupils are making strong progress across the school, particularly in English and Maths”

“Additional funds to support disadvantaged pupils and those who need to catch up in Year 7 are used effectively. Those pupils who join the school with low reading ages are very well supported and improve quickly due to careful, targeted support.” OFSTED 2016

Plan for Year 7 Catch Up Funding Expenditure for 2015-16		
Number of eligible pupils	40	
Level of Catch Up Funding estimated	£18,000	
Focus of intervention/areas of spend	Cost	Success Criteria
Doddle Learning: study support package Doddle is an online personalised and flexible education system which tracks progress in key skills across Key Stage 3. Students access this intervention through homework clubs during school lunch times and at home. Homework is set by the class teacher to address any weakness a student may have.	£220	Progress is tracked and leads into teacher reporting systems. Progress in English and Maths is in line with national expectations. Over 30,000 homework and revision tasks were accessed/ downloaded by Year 7 students throughout the academic year 2015-16.
Passport to Maths: online intervention package Passport Maths intervention is delivered to small groups of students who achieved a 3a at KS2 and will address previous gaps in learning.	£500	The aim is that all students achieve a Level 4 through intervention. Students make progress in Maths in line with national expectations.

<p>Problem Maths Boxes: small group intervention package Problem Maths Boxes are aimed at those students who gained below a 3a at KS2. Intervention is delivered through small groups led by the Year 7 Learning Mentor.</p>	£450	These boxes also aim to address any previous gaps in learning, allowing students to progress in line or above with national expectations.
<p>Reading Box Intervention: The package aims to improve reading ages of students up to and at their chronological reading age. Reading Box intervention is delivered by the Year 7 Learning Mentor in groups of 4-5 students. The intervention consists of a personalised approach to learning where students complete a baseline assessment and then work independently through the scheme.</p>	£1,000	<p>The intervention will increase both reading and comprehension ages. Students improve reading ages of students up to and at their chronological reading age. Students will make more than expected progress in reading.</p> <p>Over 6 weeks' students reading ages increased by 20 months, on average. This is significantly above national expectation. This also impacted on in-class progress, with 74 % making expected or more than expected progress in English.</p>
<p>Lexia Reading Package Lexia Reading Core 5 provides students with immediate corrective feedback, multiples levels of scaffolding and support and explicit instructions, both on line and through teacher instruction. Students work independently on developing reading skills in a structured, sequential manner and focus on:</p> <ul style="list-style-type: none"> • Functional skills to develop automaticity and fluency • Listening and Reading comprehension with complex, challenging texts • Academic vocabulary to improve comprehension skills 	£380	Students will make more than expected progress in reading.
<p>Contribution towards Y7 non-teaching head of year salary The Year 7 Head of Year leads the delivery of catch up in form time using Doodle and SAM learning.</p>	£7,030	Students make progress in English and Maths; improved behaviour, attendance and punctuality in line with national expectations.

		<p>Student attendance was above national average, at 96%. Student Independent Learning Log's show an increase in the use of online learning platforms throughout the year. Over 30,000 homework and revision tasks were accessed/ downloaded by Year 7 students throughout the academic year 2015-16.</p>
<p>Aspire curriculum staffing contribution.</p> <p>The Aspire pathway is designed so that our young people with significant additional needs, can and will succeed at The Oldham Academy North - with specialised support and a tailored curriculum.</p> <p>This pathway is designed in line with the new SEND code of practice and will:</p> <ul style="list-style-type: none"> Have the needs and progress of the students at the heart of everything we strive to achieve; Ensure consistency of approach across all subject areas; Support students by reducing barriers to learning. It will equip and empower our students in core learning skills and routines; Provide strategies that help our students integrate into the demanding Academy environment; Improve attainment and participation in learning through carefully planned and delivered sessions. <p>The Aspire pathway lessons will be driven through literacy with an inquiry question focus. To ensure the pupils are given the best opportunity to make rapid progress during the curriculum allows pupils to build their knowledge and apply it to a high order question through innovative teaching and learning strategies. This will encourage pupil led, active learning and explicitly supported literacy. The inquiry question allows</p>	<p>£3,890</p>	<p>Students make accelerated progress with reading through delivery of Aspire curriculum delivered by the specialist teacher</p> <p>“The ‘aspire’ curriculum provides an alternative pathway to allow pupils with significant additional needs to succeed. It is exceptionally well led and provides an appropriate balance of academic and welfare support. Specialist support in this curriculum area is exemplary and pupils develop key skills and work towards appropriate qualifications.” OFSTED 2016</p> <p>End of year data shows that the Aspire Pathway impacted English progress, too. All students that access the Aspire Pathway made as or above expected progress in English (5 steps, on average) and reading ages increased (24 months, on average) since the start of the academic year.</p>

<p>pupils to draw on their knowledge and demonstrate their understanding of the big picture and links to life..</p>		
<p>Year 7 Learning Mentor staffing contribution. The Year 7 Learning Mentor is used to support small group targeted intervention of students who arrived at the academy below a Level 4. Maths Intervention consists of delivering Passport Maths intervention to small groups of students who achieved a 3a at primary to address previous gaps in learning. The aim is that all students achieve a Level 4 through intervention. For those students who gained below a 3a, intervention is through small groups using Problem Maths Boxes. These boxes also aim to address any previous gaps in learning, allowing students to progress in line or above with national expectations. Students are either taught key topic areas by the Year 7 Learning Mentor or work independently through the boxes as boxes are personalised to address weaknesses.</p> <p>For students who gained below a 4c in Reading, students work with the Year Seven Learning Mentor in small groups completing either Lexia or Reading Boxes to raise their levels of reading and comprehension. Students should make accelerated progress which is measured through students' reading ages. Lexia is a phonics based intervention which raises reading ages</p>	<p>£4,680</p>	<p>Through Reading Box intervention in groups of 4-5, students increase both reading and comprehension ages. Students will make progress in English and Maths; improved behaviour, attendance and punctuality in line with national expectations.</p> <p>Over 6 weeks' students reading ages increased by 20 months, on average. This is significantly above national expectation.</p>
<p>Contribution to Number Crunchers Year 7 Numeracy Intervention Excursion linking with Sale Sharks Rugby club The aim of this intervention is to encourage the use of numeracy work in real life situations. This in turn builds confidence in number work and numeracy</p>	<p>£220</p>	<p>The impact of this intervention will be measured through Student Voice.</p> <p>100% of students that attended the Number Crunchers session stated that they enjoyed or thoroughly enjoyed the excursion.</p>
<p style="text-align: center;">Intended Measurable Impact 2015-16</p>		

English Level 3 on Entry to TOAN: Cohort size 20 students.

- 90% of cohort will achieve expected progress (on track to be above national average for expected progress)
- 70% of cohort will achieve better than expected progress (on track to be above national average for better than expected progress)

**All students made progress, broadly in line with national expectation for students with the same starting points.
64% made above expected progress in English.**

Maths Level 3 on entry to TOAN: Cohort size 29 students.

- 80% of cohort will achieve expected progress (on track to be above national average for expected progress)
- 70% of cohort will achieve better than expected progress (on track to be above national average for expected progress)

All students accessed targeted intervention classes to address the gaps in learning. Although the students made good progress, a review has taken place and further strategies will be deployed in the next academic year to continue to close the gap.