

Y7 Catch Up Funding Plan Academic Year 2018/2019

Context of Academy

Melior Community Academy draws directly from the local community with the majority of pupils living within walking distance. The vast majority of its intake comes from its four main feeder primary schools. As the performance of the school continues to improve, the student population is growing. There are 54 more students in the current Year 7 than left Year 11 in 2018. This is expected to improve further in 2019 in light of the fantastic progress made by the Academy.

The 2017 and 2018 outcomes were transformational compared to historic outcomes at the Academy. Headlines for Progress 8 are above national* with basics at 62% and 39% compared to national of 66% and 45%. Leaders are ambitious and have demonstrable capacity to continue to improve standards. The school is part of Delta Academies Trust. There are 667 pupils on roll. 50.7% of pupils are eligible for disadvantaged funding, 21.3% have SEND. There have been a number of recent changes implemented in leadership, curriculum, behaviour, T&L and English that are having a positive impact and are well supported by the trust (Delta). The schools has moved from 48 out of 55 to 5 out of 55 compared to similar schools nationally.

In December 2016, the academy received an OFSTED Section 5 Inspection and was graded as 'requires improvement' in all categories. The current Principal continues in her role and was appointed to Delta Associate Executive Principal in January 2018. Our primary focus has been on improving behaviour, developing leadership and securing success through improved quality first wave 1 teaching. A new SENDCo, Intervention coordinator and Heads of Communications and Technology, and EBACC have also strengthened leadership, alongside an appointment of an Associate Vice Principal and a further Assistant Principal who starts in January. The current profile of teaching is much improved following key appointments in Maths, English, Science and Humanities. A number of the less effective teaching and leadership staff have now left the Academy.

There has also been a change of leadership in the trust at CEO level and this has resulted in a positive change of culture across the organisation. The trust is now known as Delta Academies Trust. The trust provides effective challenge and support to the Academy. This is co-ordinated by the Director of Education working directly with the academy on improvement priorities on a regular basis. The Academy is supported by a number of subject directors in key areas.

The academy is a smaller than average school. The majority of pupils live in areas containing significant pockets of deprivation characterised by high unemployment, an inadequate employment base, low average income levels, rundown housing estates, poor health and a degraded urban environment. The proportion of pupils eligible for free school meals is above the national average at 26%. Pupils within the academy are mainly White British with the numbers of pupils who speak English as an additional language is below the national average but increasing at 6.3%.

A small number of pupils (currently 6) requiring behavioural and emotional support attend local offsite provision. Under the leadership of both the SLT and MLT, the Academy has shown that we have the capacity to bring about significant and sustained positive change.

Our current catch up intake is given in the table below.

Year	Total	Percentage of Catch Up population	Boys NS	Girls NS	Achieving Standard	Not Achieving Standard
7	161	39.1%	38 (60.3%)	25 (39.7%)	98 (60.9%)	63 (39.1%)

Objectives of Catch Up Spending

To develop students' literacy skills through the provision of a range of personalised reading schemes delivered in small groups including:-

Accelerated Reader – A programme which we operate both in class and on a withdrawal basis depending upon need. It is a very effective programme, tracking reading comprehension. It is best used with pupils who are 3 to 4 years below their chronological expectation and enhances reading comprehension age by 6 months to around 4 years.

Attack – Is an intensive spelling programme which we deliver to small groups of pupils whose spelling is below their chronological age. Generally we see pupils spelling age increasing between 3 months and 3 years.

Dyslexia Intervention – We use a variety of programmes to teach pupils to cope with their dyslexia. The most popular one is Beat Dyslexia. While dyslexia can never be cured we see pupils becoming more confident in their literacy skills and their reading and spelling ability are often improved. Given the nature of the difficulty this is often by small degrees and tend to slip backwards without regular input. Another programme being introduced is Toe by Toe. Differentiated Schemes of Work are also developed on occasions to support a student's particular individual needs.

Sounds Training - Aims to raise the reading and spelling ability of pupils who are falling 1-2 years behind their chronological age in these skills. Pupils who trialled this intervention at the end of last year were seen to improve by between 3 months and 3 years 7 months in their reading comprehension.

To develop students' numeracy skills through:

Dyscalculia screening for identified students with related intervention.

Targeted intervention -identified students to receive targeted numeracy support and intervention- students are grouped to meet individual needs where appropriate.

Amount of Year 7 Catch Up Funding Received 2018 / 2019

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Total number of pupils who catch up funding has been allocated to based on NS	63
Total amount Year 7 Catch Up Funding Grant	20,000

Year 7 Catch Up Funding Plan 2018/2019

The funding has been used to provide additional intervention sessions and to enable Accelerated Reader to be delivered within a timetabled English Sessions.

Year 7 Catch Up Funding Spend by item / project			
Item / Project	Proposed expenditure	Objective	Outcome
A proportion of Intervention coordinator salary (20%)	£3800	To ensure the tracking and administration of reading programs are robust and accurate	
Intervention	£10,000	To enable a variety of catch up programs to take place to incorporate support for Reading and Spelling.	
A proportion of the salary of 1:1 English Teacher	£2000	To enable the delivery of quality intervention in terms of increased progress in reading and comprehension.	
Dyslexic/Dyscalculia Assessment	£200	To ensure that pupils have rightly been identified	
Bespoke Interventions	£4000	To provide additional support and Schemes of Work to support students' individual needs such as : Dyslexia Programmes	
Total	£20275		

Total CUF Received	20,000
Total CUF Expenditure	20,000
CUF Remaining	0