

Y7 Catch Up Funding Plan Academic Year 2017/2018

Context of Academy

Melior Community Academy opened in January 2013 for students aged 11-16. It is an Academy that is sponsored by the Delta Trust Academies.

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. Pupils within the academy are mainly White British with the numbers of pupils who speak English as an additional language is significantly below above the national average.

It is smaller than most secondary schools with currently 606 students on roll. The school PAN is 190. Despite low numbers in our partner schools in years 5 and 6, recruitment is strong. The year groups are generally balanced in terms of gender. 36 students in total which represents 5.9% of the population have English as an additional language which is well below the national average. The vast majority of students come from white British backgrounds. 17.3% of students are on the SEN register which is above average. 9 students have a statement of Special Educational Needs or an Educational Health Care Plan and 96 students are identified as K. 300 students in Years 7 to 11 qualify for Pupil Premium. 9 students qualify for Forces pupil premium and 4 for Pupil Premium Plus (this includes 3 students looked after). This represents 49.5% of the school population.

There are high levels of child protection issues and currently there are 131 students who are known to Children and Young Peoples' Services (past and present).

The prior attainment of learners is significantly below national averages in terms of APS. The APS on entry for each year group is Y11 26.22, Y10 25.48, Y9 26.44, Y8 - Not Achieved standard – 67.86% Achieved standard – 32.14%, Y7 - Not Achieved standard – 52.86% Achieved standard - 47.14% where we have data from Raiseonline these figures are significantly below national averages, in particular year 11 is -2.3 and Y10 -2.0. In terms of the context of the year groups with the greatest proportion of Disadvantaged students are centred within the Y7 to Y9 cohorts and in particular boys in Y7 are 59% of the disadvantaged cohort. The ability range is skewed towards middle and low attainers on prior entry.

In December 2016 the academy received an OFSTED Section 5 Inspection and was graded as 'requires improvement' in all categories. The current Principal was appointed in January 2014. The primary focus has been on improving behaviour, developing leadership, redesigning curriculum and driving improved first quality teaching. A new SENCo and Head of Maths, and Science have also strengthened leadership. Recruitment has historically been a significant barrier to improvement. The current profile of teaching is now much improved following key appointments in Maths, English, Science and Humanities. A number of the less effective teaching 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.

Our current Catch Up intake:

Year	Total	Percentage of Catch Up population	Boys NS	Girls NS	Achieving Standard	Not Achieving Standard
7	141	48.9%	41 (59.4%)	28 (40.6%)	72 (51.1%)	69 (48.9%)

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 (Lexonic) - 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 2017 / 2018

Total number of pupils who catch up funding has been allocated to based on NS	69
Total amount Year 7 Catch Up Funding Grant	£23,943

Year 7 Catch Up Funding Plan 2017/2018

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	Cost	Objective	Outcome
A proportion of Intervention coordinator salary (20%)	£3800	To ensure the tracking and administration of reading programs are robust and accurate	A robust tracking system is in place to ensure that accurate and up to date information is held on all pupils who failed to make expected progress in Yr6. The intervention coordinator is the point of home school contact on a daily basis to answer queries as appropriate and act/pass on information to whom it may concern.
Intervention	£13,000	To enable a variety of catch up programs to take place to incorporate support for Reading and Spelling.	Interventions have included Fresh start (phonics), Attack, Accelerated reader. 80 % of pupils in this cohort improved reading age and 100% improved spelling age using standardised testing ART and VERNON.
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.	A 121 tutor has worked with a small number of pupils building confidence and closing gaps as appropriate
Dyslexic/Dyscalculia Assessment	£200	To ensure that pupils have rightly been identified	Pupils have been assessed as appropriate
Bespoke Interventions (17 sessions x 38 weeks)	£4845	To provide additional support and Schemes of Work to support students' individual needs such as : Dyslexia Programmes	A 121 tutor for maths has been employed to work on basic skills for those pupils who did not make expected progress in mathematics nor in regular maths class lessons following a mastery sow. Pupils as appropriate beat dyslexia.
Total	£23,845		

Total CUF Received	£23,943
Total CUF Expenditure	£23,845
CUF Remaining	£98