

Year 7 Catch-up Funding 2017

Amount £5,938

Intervention	Sutton Trust Summary	Details	Impact
Phonics (Everyone a reader)	Moderate impact (+4 months) for low costs, based on extensive research	Students were identified by their internal baselines, KS2 SATs grades and GL data as requiring reading support. The program was initially taught by our Subject Leader before the role was taken over during maternity leave by the school Librarian. This intervention ended in March as a number of the students moved out of Enrichment intervention into 1-2-1 reading support.	8 students made at least expected progress 3 students made less than expected progress. The students were moved onto different interventions from March to help improve progress and engagement
Small group tuition	Moderate impact (+3 months) for very high cost	Students were identified mid-year by internal data as some of our weakest students and not making expected progress. Students were taught by our Librarian during weekly sessions. These sessions focused on punctuation and sentence structure.	7 students made at least expected progress 3 students made less than expected progress –further support was then provided through their English teacher.
Peer Tutoring and 1:1 reading	Moderate impact for low costs (+5 months) Moderate impact for high costs (+5 months)	This intervention was in place from March. Students moved from the Phonics (Everyone a Reader) intervention to 1-2-1 reading 3 mornings a week during mentor time (25mins per session). Reading sessions	3 students made at least progress and 2 made less than expected progress –further support was then provided through their English teacher.

		were taken by Hub staff and trained student leaders	
1:1 Maths intervention	Moderate impact for high costs (+5 months)	Specifically for year 7 students (18 in total) that were identified as underachieving in Maths. This was assessed at various points during the year meaning that some students received intervention for the whole year whilst some would have only received intervention for a minimum of a term.	15 students made at least expected progress and 3 made below expected progress.

Where students had not made expected progress they were placed in the smaller groups in year 8 with additional TA and teaching support.