

## **Year 7 Catch up Funding:**

Catch Up Funding 2016 - 2017	
Total number of students on roll	704 incl Post-16 (687 excl)
Number of Y7 students considered not secondary ready	35 (32 English; 15 Maths / Ma & Eng 12) 35 TOTAL
Amount of funding per student	£500
Indicative total funding	£17500

### **Transition Group**

Freebrough Academy recognises that secondary transition is a process of change in which some young people may not be equipped with the social, emotional and academic skills to make a smooth transition to secondary school at the end of Year 6. They may require substantial preparation, planning, adjustment and additional support. The Transition Group aims to support students with additional or complex needs that arise from learning or social and emotional difficulties. The Transition Group provides the necessary adjustment period and support system needed for a key group of students who have been assessed as not yet secondary ready. The Transition Group follows a primary school model of curriculum, delivered by a primary trained teacher. Key skills of mathematics and literacy are delivered through project based learning as well as discrete lessons.

The students identified for the Transition Group are in addition to those placed in the Platinum Group (comprising of approximately 12 students) which is specifically designed to provide further support for students with specific SEND needs.

### **Transition group selection**

Following extensive meetings with primary schools, the Freebrough Academy SENDCO and SLT Primary Transition Link used data and information regarding learning capabilities, social and emotional maturity and personal circumstances to identify the Transition Group cohort. The final cohort was identified after discussions and in agreement with student parents/carers.

### **Baseline measures**

The following baseline measures were completed on entry to identify skill deficits and to support planning.

### **Impact**

To assess the impact of the interventions the following assessments were used as well as scheduled monthly assessments.

**July 2017:** 75% of the group were disadvantaged students and the whole group benefited from a staged and supported transition into the full Y7 curriculum when their progress demonstrated that they were secondary ready. 4 of the disadvantaged students made good or outstanding progress in 83.3% of subjects, and 3 others in over 63% of subjects.

Y6 Transition period	AR Star Reader Maths SAT English testing
September 2016	NfER Reading test CATS PASS SATS Papers

Assessment	Method
December 2016	SATS papers CATS PASS
March 2017	NfER Reading test CATS
June 2017	SATS papers PASS

## Pupil Premium Funding 2017 – 2018

Total Pupil Premium Funding (budgeted) £327,250			
Number of students eligible for Pupil Premium: 350 (45.2%)			
Year Group	DA	LAC	% DA
11	62	1	52.1
10	54	2	43.5
9	69	0	41.1
8	69	1	43.4
7	96	1	47.1

### **Pupil Premium funding, in 2017-2018, will continue to improve outcomes for disadvantaged pupils through:**

- 1) A consistent approach to Marking, Assessment & Feedback. To ensure that students receive quality feedback that helps them to improve their work, we continue to develop the common format across all subject areas.
- 2) Continue to develop the Teacher Effectiveness Enhancement Programme (**TEEP**) training, coaching and mentoring to ensure that lessons are engaging and challenging. Quality first teaching across the curriculum will lead to improved outcomes for students
- 3) Weekly monitoring and tracking of High Priority Students in Year 11 to ensure that interventions improve disadvantaged students' outcomes and that those students are best prepared for examinations.
- 4) Precision tracking and interventions to ensure that teachers prioritise the closing of the attainment gap between disadvantaged and other students. Data dashboard meeting and Progress Review Meetings (PRM) ensure forensic analysis of data and targeted support.
- 5) The continued development of our 'Breakthrough' provision allowing a personalised curriculum in an alternative environment for our most vulnerable students where they can follow accredited courses delivered by specialist teachers.
- 6) The development of the Daring Greatly (previously Learner Effectiveness Enhancement Programme - **LEEP**) programme to strengthen learner behaviours so that students are resilient and reflective learners who thrive when faced with challenges.
- 7) Continued provision of the counselling service to ensure the positive emotional well-being of our most vulnerable students.
- 8) Close monitoring and support of our disadvantaged students to ensure they have good attendance, leading to improved outcomes. The Attendance Officer and Attendance Clerk will target disadvantaged students for this level of support and challenge.
- 9) Our accelerated progress groups, Platinum, will support our disadvantaged students to achieve high standards, particularly in the areas of literacy and numeracy.
- 10) Our Extended TRANSITION group will continue to support students in Year 7 who are not yet Secondary ready to integrate into mainstream lessons over the academic year.
- 11) The Accelerated Reader, Reading Recovery and Reciprocal Reading programmes will support disadvantaged students to improve their reading ages and to ensure they are able to access the broad curriculum the Academy has to offer.
- 12) Our popular enrichment programme will support disadvantaged students' participation in extracurricular and out-of-school activities to ensure students develop a broad set of skills.
- 13) Ensuring disadvantaged students access a broader and more bespoke curriculum in order to keep them engaged in education and offer a wider range of accredited routes - all courses are developed with post 16 progression routes.
- 14) Student Progress Leaders focussing revision and independent study strategies on disadvantaged students to ensure they are best prepared for external examinations.
- 15) Student Progress Leaders will further support DA students through a creative Parental Engagement Programme which will offer opportunities for parents and carers of the hardest to reach families, to monitor, review and improve pupil progress.
- 16) Catch up programmes in maths and English will address basic literacy and numeracy skills deficits to ensure that students, who were not considered 'Secondary Ready' at KS2, make accelerated progress and do not fall behind.