

## Bellingham Middle School – Y7 Catch Up Funding Allocation and Impact 2016 - 2017

Allocation £10 500

Activity	Sutton Trust Summary	i/c	Brief Outline	Allocation	Impact
Accelerated Reading Package	Accelerated reader appears effective for weaker readers	HS	Literacy package to support pupils reading, staff training	£ 5 337.90	<b>As of end of Summer term:</b> 8 pupils <100 in Y6 SATs in <b>reading</b> 88% making expected progress (7/8) 63% making better than expected progress.
Review of text choices and English planning in year 7	Reading comprehension approaches improve learning very effectively over the course of a school year. These approaches appear to be particularly effective for older readers who are not making expected progress.	HS	Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.	£2 150	
TA's delivering Success @ Arithmetic	In small group, specified intervention the impact can be strong.	JM/DW	Small groups removed from lessons to partake in intensive numeracy support tuition	£1 200	<b>As of end of Summer term:</b> 7 pupils <100 in Y6 SATs in <b>maths</b> 86% making expected progress (6/7) 43% making better than expected progress.
TAs delivering 1 <sup>st</sup> Class @ Number	In small group, specified intervention the impact can be strong.	JM/DW	Small groups removed from lessons to partake in intensive numeracy support tuition	£200	
Practical maths approach	Overall pattern is that small group work is effective, and as a rule of thumb, the smaller the group the better	DW/JM	Use of practical maths equipment: complementary package of concrete, abstract, visual and written materials to improve retention and understanding of calculation and concepts.	£200	

TA support in key lessons	Overall pattern is that small group work is effective, and as a rule of thumb, the smaller the group the better.	HS	Enabling small group work within lessons or 1:1 support with alternative curriculum as required.	£1460	<div>Reading:</div> <table><tr><th>Attainment</th><th>Y6 SAT</th><th>Y7 Spring</th><th>End Y7</th></tr><tr><td>AT year 7</td><td></td><td></td><td>5</td></tr><tr><td>WT year 7</td><td></td><td>4</td><td>3</td></tr><tr><td>AT Year 6</td><td></td><td>2</td><td></td></tr><tr><td>WT year 6</td><td>3</td><td>2</td><td></td></tr><tr><td>AT Year 5</td><td>3</td><td></td><td></td></tr><tr><td>Below Year 5</td><td>2</td><td></td><td></td></tr></table> <div>maths:</div> <table><tr><th>Attainment</th><th>Y6 SAT</th><th>Y7 Spring</th><th>End Y7</th></tr><tr><td>Deep Y7</td><td></td><td></td><td>1</td></tr><tr><td>AT year 7</td><td></td><td>1</td><td>2</td></tr><tr><td>WT Year 7</td><td></td><td>2</td><td>5</td></tr><tr><td>AT Year 6</td><td></td><td>5</td><td></td></tr><tr><td>WT Year 6</td><td></td><td></td><td></td></tr><tr><td>AT Year 5</td><td>5</td><td></td><td></td></tr><tr><td>Below Year 5</td><td>3</td><td></td><td></td></tr></table>	Attainment	Y6 SAT	Y7 Spring	End Y7	AT year 7			5	WT year 7		4	3	AT Year 6		2		WT year 6	3	2		AT Year 5	3			Below Year 5	2			Attainment	Y6 SAT	Y7 Spring	End Y7	Deep Y7			1	AT year 7		1	2	WT Year 7		2	5	AT Year 6		5		WT Year 6				AT Year 5	5			Below Year 5	3		
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Note: ARE = age related expectations and WT = working towards.