

Year 7 Catch-Up Funding 2017/2018

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least the average in reading and/or mathematics at the end of key stage 2 (KS2).

The schools' catch-up premium allocation for the academic year was £11,126

Subject	Number of students entitled to the catch up premium
Reading	37 (30% of cohort)
Mathematics	38 (31% of cohort)

Overview of catch-up premium spending 2017/2018

Rationale:

To accelerate the progress of students who started secondary school with lower literacy and numeracy skills; to reduce the gap in achievement of students in year 7; and to narrow the in-school variation of students' achievement.

Summary of spending and actions taken:

Action	Spending
Literacy and numeracy initiatives Years 7 and Year 8 Progress Groups (see below) 1-1 Literacy and numeracy support for targeted students Literacy / Reading Promotion Strategies: <ul style="list-style-type: none"> • Accelerated Reader Programme • Book Buzz (all students received a free book) • Library lesson for every pupil once a week • Visits to Peters Books (not all students) • Library activities: Zine club (school magazine), debating society, Page to Stage (drama focus through literacy) (not all students) Fresh Start literacy programme. Numicon numeracy programme. Quality assurance of in-class provision. Staff training	£4820
Wellbeing Education Psychologist (1-1 assessment) TA support Parents support meetings/communication Pastoral Meetings and intervention plans Workshops and 1-1 support via DSL team Alternative Provision	£6305

Progress Group:

Fresh-start programme: Prior knowledge of phonics is assessed and then phonics are taught following the Fresh Start programme, that staff have received training in. Phonic knowledge is assessed again at the end of each term in order to measure.

The impact of Fresh Start is improved phonics knowledge which in turn enables students to read better, improves comprehension and also impacts on their confidence as developing readers. As well as qualitative data, Miss MacLean reports improved leaning behaviours e.g. students become less wary of making mistakes, more willing to read aloud and more likely to attempt unfamiliar words. Fresh Start also impacts on spelling as improved phonic knowledge gives them more spelling choices – and again improves confidence in their ability to spell or attempt unfamiliar words.

Accelerated Reader programme: Data is gathered by initial online tests and students read regularly, taking quizzes and termly assessments to assess progress. Students in the Progress Group do not have MfL lessons and receive additional literacy lessons including reading aloud to staff, who keep a reading record to enable them to spot common errors or difficulties with comprehension. The additional lessons also allow staff to read a novel aloud which supports speaking and listening tasks, comprehension, inference etc.

The progress group staff also use a number of short term interventions such as *toe by toe*, *alpha to omega* and *word shark*.

Students follow the normal English curriculum, but this is differentiated to allow for extra time to embed key skills. For example students may work on one milestone per half term instead of two to allow for Fresh Start to run alongside English core curriculum.

For Maths, again students follow the Year 7 curriculum but spend extra time embedding the key skills and return to them routinely throughout the year. The additional needs of students mean topics often have to be revisited, using the extra lessons available.

For numeracy improvement we use the Numicon scheme which is designed to tackle fundamental gaps in mathematical knowledge. We have schemes at Year 3, 4, 5 and 6 levels, and use Numicon lessons alongside core lessons which provides a variety of strategies including practical experiments and equipment to aid the visualisation of mathematical problems.

Staff also use mymaths and Sam Learning to enable students to access learning in additional ways during lessons. The impact of these lessons has improved number knowledge and confidence in using the four operations as well as literacy based questions being more accessible due to improved reading ability.

Impact of Interventions: Data

Please note that Year 7 are undergoing assessments w/c 2nd July, and so Spring Term data is the most recent data we have. We will update Associates with Summer Term data in September 2018.

Reading Data

Year	Number of students entitled to the catch-up premium	% of students working at expected age related expectations in reading	% of eligible students working towards age related expectations in reading
2017-18	37	16% (c.f. 41% of whole cohort)	81% (c.f. 45% of whole cohort)
2016-17	23	9%	87%

Maths Data

Year	Number of students entitled to the catch-up premium	% of students working at expected age related expectations by the end of year 7 in mathematics	% of eligible students working towards age related expectations by end of year 7 in mathematics
2017-18	38	32% (c.f. 62% of whole cohort)	63% (c.f. 30% of whole cohort)
2016-17	16	13%	38%

Actions for 2018-2019:

- Evaluate effectiveness of the impact of the interventions for which we use catch-up funding with reference to national and trust-wide data.
- Evaluate provision for students who qualify for the catch-up premium but are not in the progress group.
- From the above, ensure adequate interventions are in place for all students for whom we receive catch-up funding.
- Introduce Provision Mapping software to accurately track interventions for these students and take further interventions where necessary.

For students in Year 7:

- Continue with the Maths and English progress group
- SENCO/HLTA to continue to supplement literacy support for targeted individuals
- Continue to use the Fresh Start and Accelerated Reader programmes and tracking of student achievement
- Data Analysis meetings half termly with Deputy Head Teacher

For students in Year 8:

- Continue with the Maths and English progress group
- SENCO/HLTA to continue to supplement literacy support for targeted individuals
- Continue to use the Fresh Start and Accelerated Reader programmes and tracking of student achievement

- Data Analysis meetings half termly with Deputy Head Teacher
- Revisit the basic four operations in maths and support the diverse complex needs of the group.

For students in year 9:

- Pupils are to be in all main school lessons to ensure they do not miss out on the GCSE content of core lessons
- DSL faculty staff to continue to support lessons in core subjects for targeted individuals who have an EHC
- Data Analysis meetings half termly with Deputy Head Teacher