

Year 7 Catch Up Funding 2018-2019

Introduction

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 students who did not achieve the expected standard in reading or mathematics at the end of Key Stage 2 (KS2). In the current year 7 cohort there are 18 students who meet this criteria. The catch up funding allocation for the current financial year (2018/2019) is £8,861. The funding for the previous financial year (2017/2018) was £8,722.

Details of interventions 2018-2019

English (29 students)

- students have been divided into three waves depending on their scaled scores: Wave 1 scores 96-99 (16 students) ; Wave 2 scores 90-95 (6 students) and Wave 3 scores 80-89 (7 students)
- Interventions have been tailored specifically to students, depending on their wave.

Interventions include:

- Teachers of these students were made aware and differentiated their lessons to support these students
- Extra home learning is set for these students in order to tackle their weaknesses
- All students attend weekly Accelerated Reader sessions in order to target their reading skills
- All students attend Literacy intervention and are in sets that are smaller, allowing more targeted attention
- Parents have been informed of the need to practice reading skills at home and ensure Literacy home learning is completed to a good standard in order to promote progress.
- Of the initial 16, after 1 semester of intervention, 4 students achieved a grade 3 or above and therefore deemed 'Secondary Ready.'
- EAL students receive intervention from a specialist EAL teacher
- The Renaissance curriculum and nurture provision for the wave 3 students (all stated)

Mathematics (25 students)

- completing assignments and regularly attending after school sessions
- at the end of semester two all students on the intervention programme were assessed in a KS2 Maths SATs assessment, of the same format and style to the end of KS2 SATs assessment they completed in year 6 of primary school
- every Tuesday students are given a home-learning task based on the topics and skills necessary to perform successfully in the KS2 SATs assessments and parents are advised on how to support them
- The Renaissance curriculum and nurture group provides individualised support for the stated students
- Additional staffing in maths allows for reduced class sizes for those not meeting the standard in maths

Details of interventions 2017-2018

English

- KS3 impact hour.
- Teachers diagnosed needs of their students and ran smaller targeted intervention sessions on a regular basis.
- All students were part of a humanities programmes tailored to students with literacy needs which delivered the history, geography and religious studies content with a heavy focus on literacy and included support from a teaching assistant.
- The lead of Literacy also led on the Explore curriculum to enhance intervention strategies.
- All students followed the Accelerated Reader programme. Cost £4,213 (estimated).

mathematics

- Students were placed in sets based on their KS2 mathematics score. These students were in smaller mathematics groups and had the support of a teaching assistant who had a mathematics qualification
- An intervention teacher was given responsibility for managing under-achievement in mathematics across all year groups. This teacher created additional resources in the form of a booklet for students to complete at home
- Parents of these students were asked to check that their child completes at least 20 minutes every day
- Students were required to attend an additional session once a week where their progress in the booklet was checked
- More experienced teachers taught the low ability KS3 groups

impact of interventions 2017-2018

Last year there were 16 students who did not achieve the expected standard in reading or mathematics at the end of Key Stage 2 (KS2). Students in English made an average of nearly one full grade of progress from the beginning of year 7 to the end (+0.81 levels). Students in maths made an average of one third of a grade of progress from the beginning of year 7 to the end (+0.31 levels). 69% of targeted students made positive progress in English whereas 44% of targeted students made positive progress in maths.