

Year 7 Additional funding: Report for 2015-2016

What is Year 7 'catch up' funding?

Year 7 'Catch-up' funding is money allocated to students who have not met Government floor standards for maths and English on entry to secondary education to ensure a rapid acceleration in progress to 'catch- up ' their peers. His money can be used in a variety of ways to ensure students make accelerated progress.

Students on entry tend to have much greater literacy and oracy needs than numeracy. These basic skills underpin all other areas of the curriculum. For this reason, a greater weight is given to reading, writing and oracy.

Funding for 2015-2016

Total number of students eligible for Year 7 catch up funding: 37

Total amount of catch up funding: £18,500

Allocation of funding for 2015-2016

A variety of mechanisms have been used as follows:

Strategy	What this entails:	Cost	Impact
1. Year 6 transition including preparation (12 days), resources	<ul style="list-style-type: none">• Six weeks x2days• English/maths lessons plus additional core and non-core• Smaller groups to accelerate catch up over short period of time• Testing for gaps• Establishing links with tutors to alleviate transition anxiety	£1,000	<u>English</u> <ul style="list-style-type: none">• Y7 catch up cohort: 42.4% - 2+2 sub levels of progress.• Non-catch up 26.4% therefore 16% more of these students made two sub levels of progress.• Y7 catch up cohort average sub level progress 1.2• Non-catch up average sub level progress 0.5.• Therefore, this group made 0.7 more progress on

<p>2. Year 7 literacy catch up - Accelerated English and additional texts</p>	<ul style="list-style-type: none"> • Programme purchased – external materials • Test – identify reading age • Dedicated time on-programme • Re-test – if close to chronological age then graduate from programme; if not, re-do. 	<p>£770</p> <p>£690</p>	<p>average than non-catch up students.</p> <p><u>Maths</u></p> <ul style="list-style-type: none"> • Y7 catch up cohort – 60% made 2+ sub level progress (60.1% for all other pupils) • But, Y7 catch up average sub level progress = 2.0; rest of students = 1.7. • Therefore, these students made greater progress in maths. <p><u>All subjects</u></p> <p><u>Y 7 catch up cohort</u></p> <ul style="list-style-type: none"> • 57.5% made 2+ sub levels of progress compared to 27.7% for other students. Their average sub level of progress was 1.8 compared to 0.3; i.e. 1.5 sub levels more progress. • The above data confirms Y7 catch up funding ensured the acceleration of progress for the eligible students which extend beyond English and maths and had impact across the whole curriculum.
<p>3. Numeracy and literacy support staff including (part salaries) - Lead professional for literacy</p> <ul style="list-style-type: none"> - library - additional HLTA maths/English additional staffing/TA 	<p><u>Lead professional for literacy:</u></p> <ul style="list-style-type: none"> • Coordinates catch up schemes and CPD for staff • Lead specific child/cohort/subject/ group interventions • Create resources to support <p><u>Library</u></p> <ul style="list-style-type: none"> • To engender a love of reading and oracy <p><u>HLTA/additional staffing/TA</u></p> <ul style="list-style-type: none"> • Individual tuition • Intensive small group tuition • 1:1 support for interventions • Small group work to accelerate impact and progress 	<p>(100%)</p> <p>£11,134</p> <p>£8,500 (40%)</p>	
<p>£22,894</p>			

“Year 7 Catch Up” Plan and allocation of funding for 2016-2017

Funding for 2016-2017

Total amount of catch up funding:

£ 22,141

The impact for 2015-2016 needs to continue to increase and additional spending priorities have been identified for 2016/2017

Planned Strategy	What this entails:	Cost	Actions and Intended Impact
1. HTLA to accelerate literacy (40% of salary) and also in Numeracy (see PP plan)	<ul style="list-style-type: none"> • Individual tuition • Intensive small group tuition • 1:1 catch up work • Additional support materials 	£9,400	<ul style="list-style-type: none"> • Students accelerate literacy and numeracy progress • Re-tested and realigned interventions after every data collection
2. Whole school staff training around standards KS2 to KS3 led by Primary colleagues	<ul style="list-style-type: none"> • Primary leaders to train teaching staff on literacy standards and materials in Y6 • All staff to take KS2 SAT paper to understand standard • Training on rapidly improving literacy • Colleagues from outstanding and good primary schools quality assure quality of work in Y7 in key catch up groups to ensure work is stretching 	£3,000	<ul style="list-style-type: none"> • Initial training undertaken on standards • Two x QA confirm standards and rigour are high • Children’s progress in catch up group is accelerating – confirmed after data collections
3. Small group and 1 to 1 individual student Interventions for reading, writing and numeracy	<ul style="list-style-type: none"> • Testing for gaps • 1:1 and small group intervention to accelerate learning to “plug” gaps • Reading support with adults (or students) • Numeracy – small group acceleration 	£3,000	<ul style="list-style-type: none"> • Ongoing improvements – final figures and input at the end of the academic year

4. Classroom resources to support students and further scaffold learning	<ul style="list-style-type: none"> Literacy and numeracy resources for use with students Scaffolding resources for staff 	£1,000	
5. PiXL K2223 staff training	<ul style="list-style-type: none"> To support the identification of gaps and student need so that they can be filled by staff in lessons Training for staff to complete full subject skills plan for every subject to map basic requirements by end of Y7, Y8 etc. Used to identify gaps and direct interventions. 	£1,500	<ul style="list-style-type: none"> Training undertaken by all faculties during March 2017 Subject basic skills mapping almost completed.
6. PiXL orate used to improve literacy through the spoken word and also PiXL Code to be used to accelerate progress through phonics	<ul style="list-style-type: none"> Interventions and strategies identified and defined Shared with staff through training Used with students 	£1,575	<ul style="list-style-type: none"> Ongoing improvements with individuals and groups To be fully evaluated in terms of data at the end of the academic year Data tracked after every data collection and priority students are (re)identified
7. More sharply focused transition work around Academic Transition e.g. Bouncing Books; Higher levels of baseline testing against KS223 gap analysis	<ul style="list-style-type: none"> Bouncing books support raising of standards across KS2 – 3 transition between high primary standards and new secondary Baseline CATs test identifies Y7 catch up Students who have poor skills but low SAT score – “late bloomer” group 	(50% of PiXL costs)	<ul style="list-style-type: none"> Late Bloomer group of XX students tracked to ensure focus for improvement – data tracked
8. Sharper induction activities to ensure better transition	<ul style="list-style-type: none"> Early visits (staff time) Improved English and maths testing to identify gaps Targeted work for six weeks in September/October to rapidly accelerate English and maths skills 	£500	<ul style="list-style-type: none"> 100% of catch up students tested for gaps in literacy (English) and maths 100% of students have gap fill lessons in English and maths 100%

<p>9. Maths Mastery small groups – maths club and 100 club to accelerate numeracy skills</p>	<ul style="list-style-type: none">• New maths mastery curriculum more rapidly accelerates progress for previously underperforming students• Maths clubs engender love of maths and accelerate progress	<p>£1,750</p>	<ul style="list-style-type: none">• All catch up students benefit from small group and mastery “catch up “ curriculum• Data reviewed after every data collection and interventions reviewed and aligned
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