

## Year 7 Catch-Up Funding

### Summary of 2014/15

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least level 4 in reading and/or mathematics at the end of key stage 2 (KS2).

The academy's catch-up premium allocation for the current academic year is **£30287.86**

### Overview of catch-up premium spending 2014/2015

#### Objectives:

- Identify students in Year 7 who are behind in their reading compared to their chronological age.
- Implement strategies to close the gap in reading.
- Identify students whose numeracy skills are below the national average
- Implement strategies to close the gap in numeracy
- Secure smooth transition from Year 6 to Year 7
- Close coursework gaps in KS4

#### Summary of spending and actions taken:

| Action   | Proposed spending     |
|--|-----------------------|
| GCSE English Literature and Drama; Visit to Stratford on Avon Shakespeare Play | £850                  |
| GCSE PE Archery coaching programme   | £480                  |
| Accelerated Reading Programme  | £3500                 |
| Appointment of Accelerated Reading Co-ordinator                                | £4590 (plus on costs) |
| Careers consultancy  | £1350                 |
| Box Clever   | £1079                 |
| <b>Total Spending</b>  | <b>£11849</b>         |

#### Narrative

The school was in special measures and there were significant issues with leadership, financial management and staffing which partially explain the lack of impact with the catch funding. There was no plan available.

In February 2015 a New Headteacher and Deputy Headteacher were appointed who reviewed the status of the Pupil Premium and Catch up funding. A Catch up plan was then developed.

Impact of the spending on the attainment of Year 7 students in 2014/2015:

| Number of students entitled to the catch-up premium | % of eligible students attaining level 4 by end of year 7 in English | % of eligible students attaining level 4 by end of year 7 in mathematics |
|---|--|--|
| 52  | No impact to report  | No impact to report  |

**Proposed spending for Year 7 catch-up funding for 2015/2016:**

Budget: £22000

Carry Forward; £18438.00 from unspent budget from 2014/2015

| Action  | Proposed spending   |
|---|---------------------|
| Appointment of Catch up Champion of Literacy (HLTA) | £27000 (+ on costs) |
| Appointment of Catch up Champion of Numeracy (HLTA) | £27000 (+ on costs) |
| Appointment of Key Stage Three Co-ordinator         | £4590 (+ on costs)  |
| Accelerated Reading Champions Board                 | £300                |
| Accelerated Reading Library stock                   | £3000               |
| Accelerated Reader Rewards                          | £1000               |
| Literacy Support boxes in classrooms                | £3800               |
| CPD for HLTAs (PiXL Conference)                     | £1000               |
| <b>Total Spending</b>                               | <b>£66690</b>       |

**Narrative**

The plan focussed on three year groups; 7, 8 and 11. Students were identified from previous year of data and Year 6 data. Students have an intervention timetable for a term, either attending in the morning during registration or at set periods during the day to get small group support.

EAL and SEND students receive specific support through Lexia to improve phonics, speech and reading to a very basic level.

All Year 7 and 8 students have one library lesson a week where the Accelerated Reader programme is used to close the gap.

**Current Impacts**

Impact of the spending on the attainment of Year 7 students in 2015/2016:

| Number of students entitled to the catch-up premium | % of eligible students attaining level 4 by end of year 7 in English |              |          | % of eligible students attaining level 4 by end of year 7 in mathematics |              |          |
|---|--|--------------|----------|--|--------------|----------|
|   | Starting Point   | Finish Point | Progress | Starting Point   | Finish Point | Progress |
| 36  |  |              |          |  |              |          |
| 20 English<br>16 Maths                              | Less than L1   |              |          | Less than L1   |              |          |
| No Data 25  | L1   |              |          | L1   |              |          |

|  |    |  |  |    |  |  |
|--|----|--|--|----|--|--|
|  | L2 |  |  | L2 |  |  |
|  | L3 |  |  | L3 |  |  |

## Overview of Planned Catch-up premium spending 2016/2017

### Objectives:

- Identify students in Year 7 who are behind in their reading compared to their chronological age.
- Implement strategies to close the gap in reading.
- Identify students whose numeracy skills are below the national average
- Implement strategies to close the gap in numeracy
- Secure smooth transition from Year 6 to Year 7

### Summary of Planned actions:

| Action  | Proposed spending   |
|---|---------------------|
| Cost of NFER Literacy and Numeracy tests for all Year 6 | £3800               |
| Phonics Programme                                       | £4000               |
| Accelerated reading stock support                       | £3000               |
| Literacy Internship                                     | £13000 (+ on costs) |
| Lexia Reading Programme (Annual Subscription)           | £850                |
| Numeracy Internship                                     | £13000 (+ on costs) |
| Literacy Awards   | £1500               |
| Numeracy Awards   | £1500               |
| <b>Total Spending</b>                                   | <b>40650</b>        |

### Narrative

Review and evaluation of the current strategy has identified the current strategy as being a successful approach that now needs to be rolled out across the school. However, several gaps were identified in the current plan which will be addressed from September 2016.

1. There are significant number of children arriving from Year 6 with no validated test data. The school will introduce numeracy and literacy tests for every student to provide a standardised benchmark from which to progress.
2. Reliability in Key Stage 2 data has been an issue where the only data to arrive has been Teacher Assessment based. This has proved inaccurate and unreliable.
3. The current reading strategy is missing a step that links Lexia to the Accelerated reader scheme. This will be bridged by introducing Sound Board a phonics programme.
4. Finally, the success of the Champions has led to the engagement of two internships for September on one year contracts to support the intervention programme.
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