

Year 7 Catch Up Statement 2019 2020

Rationale for Catch Up Premium Funding

Schools receive an additional premium for each Year 7 pupil who has not achieved the national standard in reading and/or maths (maximum £500 per pupil) at Key Stage 2. The premium is available to all state-funded schools with a Year 7 cohort. The Government have committed to continuing the funding for at least the duration of the current spending review.

The money is used at WFA to deliver additional tuition or intensive support in small groups, giving pupils valuable support to bring them up to speed so that they are more likely to succeed whilst with us. The Government expects the funding to be used for additional literacy and numeracy catch-up during Year 7 given that this can make a critical difference to pupils at this important stage.

Support is tailored to students' need and is delivered both within and beyond the classroom to tackle the main three areas of KS2 tests:

- mathematics
- reading
- grammar, punctuation and spelling

2019-2020

For the academic year 2019-2020 WFA will have approximately £24,230 budgeted for the catch up cohort. On entry to Year 7 in the academic year 2019 – 2020, we have 118 of the 268 (44%) students who have not achieved the national standard of a scaled score of 100 in either Maths or English or both. 26 in Maths only, 25 in English only and 50 in both. Those below 90 in either Maths, English or both, will receive more intensive support to close their gaps in learning and enhance their skills so they can access the full curriculum.

The Academy will use the Catch Up Funding plus other sources to support identified students using small group interventions to help support their learning. Strategies that will be used include:

- Personalised catch up sessions for identified students in English and Maths
- Primary school trained specialised to teacher to deliver a bespoke curriculum.
- Regular monitoring of student welfare and parental engagement
- Regular monitoring of student attendance to enable early identification and intervention with students whose attendance drops below 95%
- Summer School provision for identified students with a numeracy/literacy focus with impact measurable outcomes (This will be planned for summer 2020)
- Intensive small-group tuition and extra reading
- Use of Accelerated Reader to support improvements in literacy
- Reading Mentors and 6th form students
- Increased assessment to measure progress and impact of associated interventions
- Regular monitoring of student involvement in extra-curricular activities
- Regular monitoring of students' Attitude to Learning
- Access to the PIXL Timestable app

Planned Expenditure for 2019/2020

Total Expenditure £25,700

C/E	Intervention / Rationale	Staffing	Resources
1	Tutors and TA	£5,000	
	Personalised catch up sessions for identified students in English in addition to their normal lessons.		
2	PETXi and others external provider e.g. Lexia	£4,000	£7,000
	Intensive small group tuition to accelerate progress. Lexia as an extra reading intervention program IT to support the use of Lexia and the PiXL app		
3	Attendance/Social and welfare officer	£2,000	
	To spend a small part of their time in supporting students and enabling them to access learning and remove barriers to learning.		
4	Social and economic support		£3,000
	To provide revision booklets where necessary, uniform help and other social support to remove any barriers to learning. Investment in technology to enable their learning.		
5	Education trip and other curriculum intervention		£2,000
	To go on at least one curriculum based trip that will be based on numeracy or literacy in real life.		
6	Rewards		£1,230
	To reward students for positive behaviour, attendance and progression, and to incentivise with prizes, certificates, vouchers and use of times table app.		
Totals		£11,000	£13,230

How the funding was used last year 2019/20

Strategy	Spending
1:1 Tutors in Literacy and Numeracy	£12,800
Additional Specialist KS3 Teaching in English and Maths	£1,950
Curriculum resourcing for CUPS	£1,050
Reading and other intervention Programs (Phonics, Lexia, Reader Leader)	£1,320
Dyslexia and Learning Specialist support	£4,200
Support – Social and economical	£2,650
Purchase of Library books at appropriate reading level	£450
Other expenditures	£800
Total	£25700

Impact and review

- *55% of the students with lowest levels in Maths (below 100) improved to their expected grade.*
- *67% literacy catch up cohort achieved their literacy expected grade.*
- *The gap between average reading age of CUPS and Non CUPS was reduced by 7% point between September and June*
- *Attendance rate gap between CUPS and non CUPS has not expanded*

Evaluation and monitoring of the money spent showed that all the strategies had a positive impact to some degree. The most effective strategy for this cohort was the 1:1 tuition, which is why it continues to have a relatively large proportion of funding allocated in 2019-20. The data shows that the year 7 intervention programme and catch up funding facilitated progress for these students in English and maths. It showed that greater progress needs to be made in literacy to ensure more students are catching up effectively. This will be the core focus for 2018-19 interventions, with parental and student workshops added and reading support enhanced further.

The current literacy intervention is focused on developing students' comprehension and writing skills. In addition, students will have 1:1 tutors in English, maths or both as required. Whenever 1:1 is difficult to achieve, small group will be used. Some students requiring catch up in reading skills will also participate regularly in appropriate reading interventions (Lexia, Rapid Reads or Reader Leaders).

This year we plan to use SATS paper to test and track progress in support of teacher assessment.