

Year 7 Additional funding: Review for 2017-2018

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. This 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 2017-2018

Total amount of catch up funding: **£23, 420**

NOR = 236 CATCH UP = 105	Catch-up		All Students		Difference between Catch Up vs All	
	2+ Sub GOP	Average Sub GOP	2+ Sub GOP	Average Sub GOP	2+ Sub GOP	Average Sub GOP
English	28.8%	2.89	29.2%	0.05	-0.4%	2.84
All Subjects	21.2%	1.43	21.20%	-0.97	0.0%	2.40

Strand	Planned Strategy	What this entails:	Cost	Actions and Intended Impact	Impact
Literacy , oracy and reading	HTLA within English, maths, science and humanities (15% of salary)	<ul style="list-style-type: none"> Individual tuition Intensive small group tuition 1:1 catch up work Additional support materials 	£11,500	<ul style="list-style-type: none"> Students accelerate literacy and numeracy progress Re-tested and realigned interventions after every data collection 	<p>The data used to demonstrate impact are from the end of year progress data collected within school.</p> <p>The key elements English catch up were the key aspects of focus and impact for the catch up students is seen clearly in the data.</p>
	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 Specific TLR within English to focus on 'the spoken word' Shared with staff through training PiXL Code used within SEND to support nurture group. Used with students 	£250	<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 	<p>This is summarised by:</p> <ul style="list-style-type: none"> Catch up students made significantly greater progress in English than non-catch up students.
	Small group and 1 to 1 individual student Interventions for reading, writing and numeracy in the form of Top20 group and Graduate Reading Program. Alice Marshall to work with students after school.	<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. Staff allocated specific groups within their timetable – ownership of progress. Numeracy – small group acceleration 	£3,000	<ul style="list-style-type: none"> Tested after six weeks of being in the program. Graduate to the GRP or re-do the Top20 program. Focus of work being on real time literacy. 	<ul style="list-style-type: none"> The average grades of progress made by students who receive the catch up funding is significantly than those who do not. (2.84 grades) The impact of the initiatives can be seen across ALL subjects, particularly those with a literacy element. Evidence from the end of year

Transition actions	<p>More sharply focused transition work around Academic Transition e.g. Bouncing Books; Higher levels of baseline testing against KS2/3 gap analysis</p> <p>Transition plan</p>	<ul style="list-style-type: none"> • Baseline CATs test identifies Y7 catch up • Students who have poor skills but low SAT score – “late bloomer” group 		<ul style="list-style-type: none"> • Late Bloomer group of 60 students tracked to ensure focus for improvement – data tracked 	<p>data confirms accelerated progress in this group rather than non-catch up students</p> <ul style="list-style-type: none"> • 100% of students were tested • 100% did have gap fill lessons • Impact seen in data above
	<p>Sharper induction activities to ensure better transition</p>	<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% 	
Improving quality of learning in classrooms	<p>Classroom resources to support students and further scaffold learning</p>	<ul style="list-style-type: none"> • Literacy and numeracy resources for use with students • Scaffolding resources for staff 	£1,000	<ul style="list-style-type: none"> • GRIT strategies in place in all lessons. 	
	<p>Whole school staff training around skill taught in KS2. Identification of where the skills gaps are and how the KS3 curriculum builds on it.</p>	<ul style="list-style-type: none"> • KS3 director to lead staff training to train teaching staff on literacy standards and materials in Y6 • Colleagues from outstanding and good primary schools quality assure quality of work in Y7 in key catch up groups to ensure work is 		<ul style="list-style-type: none"> • Initial training undertaken on standards • Focus on High challenge for Y7 during first term • Later QA to confirm standards and rigour are high • Children’s progress in catch up group is accelerating – confirmed after data 	

		stretching		collections	
	Going green	<ul style="list-style-type: none"> • Cost of resources 	£500	<ul style="list-style-type: none"> • Data driven gap analysis – Learning gaps, intervention, therapy. 	