

## Year 7 Catch-Up Funding: Students and Their Progress (2017-18)

### What is Catch-Up Funding?

This is a Government initiative introduced in September 2012, providing schools with an additional £500 for each student who on entry to year 7 has not achieved at least a level 4 in Reading and or Maths at KS2 so that they can be given the opportunity to catch up as quickly as possible with support in literacy and numeracy. Students are now assessed on a standardised scale which is normalised around 100. In 2016 to 2017 schools have been allocated funding on the basis that they receive the same overall amount of year 7 catch-up premium funding received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort between the October 2015 and the October 2016 school censuses. In 2016-17 Great Barr Academy were allocated £35,882 of funding for the catch-up program based on a cohort of 320. There was a 17.65% change in cohort from 15 to 16 (funding allocation in 2015/16 was £30,500 based on 272). The October 2017 census registered 292 students in year 7. The amount of Catch Up funding received for 2017/18 was £32,742. For 2018/2019, we estimate the catch-up funding allocation to be £34,760 based on 310 students.

### Catch-Up Funding at Great Barr School?

At Great Barr School the catch-up funding is used to employ a teaching assistant who works on small group and one-to-one support sessions for students. She also visits English lessons helping target students in the classroom. We will continue the targeted intervention outlined below.

There are 67 pupils in Year 7 2018/19 that achieved below 100 in their KS2 SATs examination in Reading and 81 that scored below 100 in their maths KS2 examination (provisional run of Key to Success data; this will be re-run when the intake is finalised)

There were 90 pupils in Year 7 2017/18 that achieved below 100 in their KS2 SATs examination in Reading and 64 that are scored below 100 in their maths KS2 examination.

### How we propose to spend the Catch up Funding allocated to 2018/19

- Retain successful strategies from 2017/18
- KS3 coordinator to ensure that all students are monitored and tracked for progress
- Lunchtime reading sessions for **all students** identified as below 100 in reading at KS2 (£10 per session for each member of staff – small groups max of 5 students; books purchased as a common theme)
- Lunchtime numeracy sessions for **all students** identified as below 100 in mathematics at KS2 (Sixth Form students to run a 10 week numeracy programme one lunch time per week (booklet to be provided for completion) – max of 4 year 7 students per Sixth Form student - Sixth Form students provided with a lunch on this day)
- Harry Potter themed days in both English and Mathematics for targeted students (students issued with books 1 and 2; Harry Potter World visit; 25 students English & 25 students Maths)
- Parents engagement – 2 days (year 7 Settling In Evening and final presentation afternoon)

- TA employed to support in ISU and in lessons
- Fresh Start Programme
- Accelerated Reader

### **How we spent the Catch up Funding allocated to 2017/18**

- Appointment of a KS3 catch up coordinator to run intervention programmes and to track/monitor progress
- Year 7: intense focus days; 5 full days in maths or English respectively with a subject specialist
  - Themed: Harry Potter
  - All student issued with a book and literacy themed in all sessions
  - All students to attend a day at Harry Potter World and to attend an academic workshop and use this to inform support sessions
  - Parent celebration/awards evening
  - Following baseline assessment in September and on-going teacher assessments, rigorous student tracking will take place to monitor progress in reading and Mathematics
- Year 8: Noughts and Crosses themed and programme designed as above
- Funding of a TA to support students in ISU unit and in their lessons
- Fresh Start Programme - Phonics intervention programme
- English ISU extraction specialist (ST)

## How the Funding Was Spent and Measured Impact (2017-18)

Year	Catch up Allocation	Interventions/Planned Interventions	Evidence of Impact
2017-18	£32,742	<p>TLR for KS3 Catch Up coordinator to monitor student progress and organise key events and catch up sessions</p> <p>English/Maths Catch-Up: 5 x full day sessions focused on English and themed to Harry Potter. [November 3rd January 26th March 8th June 14th ( Trip)] All students provided with books 1 and 2 read in sections in advance of the sessions. Home learning themed to address areas of weakness identified in KS2 SATs question level analysis. Parents involved (initial meeting 17.9.18 and students presented with participation certificate awards). All students attended Harry Potter World July 2018.</p> <p>Funding of TA (English; ST) – ISE extraction specialist Funding of TA (English) – in class support/small group</p> <p>Fresh Start Phonics Programme</p> <p>All students issued with KS3 maths or English workbook for over the summer holidays to support their learning further. Parents engaged with the process 10.7.18 in preparation for year 8.</p>	<p>Student voice showed positive engagement and all students completed the termly ‘themed’ additional home learning booklets designed to build skills in literacy and numeracy.</p> <p>In English 80% of students met or exceeded their end of year 7 target, with 7 students exceeding by 1 full grade. In maths 64% of students met or exceeded their target grade. Students sitting the mathematics numeracy skills test at the start of the year had an average cohort score of 24% and at the end of the year 72%.</p> <p>Fresh start phonics Year 7: 3 students moved to modules 26 to 30 2 students moved to modules 21 to 25 2 students moved to modules 11 to 15 1 students moved to modules 6 to 10</p> <p>The report shows dated evidence of progress through modules. The average progress made by a student in year 7 was 19 modules and for year 8 28 modules.</p> <p>Year 8: 1 students moved to modules 31 to 33 2 students moved to modules 26 to 30 3 students moved to modules 16 to 20 1 students moved to modules 11 to 15</p>

## How the Funding Was Spent and Measured Impact (2016-17)?

Year	Catch up Allocation	Interventions/Planned Interventions	Evidence of Impact
2016-17	£35,882	<p>English Catch-Up: Small group mentoring Supporting targeted pupils in the classrooms RSC visit - Shakespeare</p> <p>Maths Catch up: Form time maths – targeted support (Wed sessions) Support books issued and monitored for additional work at home. TA to support specific students in the classroom Fresh Start Programme</p>	<p>English: 19 students above their expected FFT20 end of year target (when comparing as whole grades); 8 below and 83 on target. This equates to 17.3% above target, 7.3% below target and 75.5% on target. 80% of students who entered year 7 with a reading score of below 100 are on track to achieve at least a grade 4 at GCSE. Use of play to enable students to access and contextualise learning – impact through enhanced engagement (see impact statement English)</p> <p>Maths: 39 students working above their FFT20 end of year target grade, 8 students below target and 36 students on target (47%, 9.6% and 43.4% respectively) 69.9% of students who entered year 7 with a Maths score of below 100 are on track to achieve at least a grade 4 at GCSE.</p>

## How the Funding Was Spent and Measured Impact (2015-16)?

Year	Catch up Allocation	Interventions/Planned Interventions	Evidence of Impact
2015-16	£25,000	<p>Maths and English Catch-Up mentors.</p> <ul style="list-style-type: none"> <li>One to one maths and English mentoring</li> <li>Small group mentoring for English and Maths target pupils</li> <li>Supporting targeted pupils in the classrooms</li> </ul>	<p>English:</p> <ul style="list-style-type: none"> <li>48% of the English target group have now progressed to level 4.</li> <li>78% of the English group have shown expected or better progress in English during this academic year.</li> </ul> <p>Maths:</p> <ul style="list-style-type: none"> <li>50% of the Maths target group have now progressed to level 4.</li> <li>58% of the Maths target group have shown expected or better progress in Maths this academic year.</li> </ul> <p>1 pupil has now left who was in the Maths group has now left.</p>