

Year 7 Catch-up fund 2016-17

St. Augustine of Canterbury

Background

In 2013, the Government introduced the Year 7 Catch-Up Fund. The purpose of this is to enable all secondary schools to help support all students who did not achieve at least level 4 in the Key Stage 2 National Curriculum (SATs) tests in reading and/or mathematics. Therefore, during 2016-17, schools will receive £500 for each Year 7 student who has not attained the national standard (at least the equivalent of a level 4) in reading and/or mathematics (maximum £500 per pupil) at Key Stage 2 National Curriculum tests.

Our approach

St Augustine of Canterbury strives to attain the highest standards and we ensure that all students have equal access to learning and activities through differentiated programmes of study and assessments. We provide a wide range of ways to learn, to enable all students to take part fully in learning and to do their best.

In allocating this fund consideration was given to those students who:

- have not attained National Standard in reading and/or mathematics at Key Stage 2 as identified by the national curriculum tests
- identified through the initial meetings with primary schools
- have not attained National Standard as identified by Key Stage 2 teacher assessment
- are currently working below KS3 standard in lessons
- have reading ages below that of that their chronological age.

How we allocate the Year 7 Catch-Up Fund

It is anticipated that the school will receive Year 7 Catch-Up funding of £10,600 for the current academic year. As can be seen from the table below, unless radical action is taken to close gaps for learners on entry to St Augustine's, these learners will trail behind national expectations. For this reason catch-up will not be limited to the scope of 'Catch-up funding'.

National 2016

47 % of pupils did not meet the expected standard in reading, writing and mathematics

34% of pupils did not meet the expected standard in reading

30% of pupils did not meet the expected standard in mathematics

27% of pupils did not meet expected standard in grammar, punctuation and spelling

St Augustine's Intake 2016

65% of pupils did not meet the expected standard in reading, writing and mathematics

43% of pupils did not meet the expected standard in reading

39% of pupils did not meet the expected standard in mathematics

42% of pupils did not meet expected standard in grammar, punctuation and spelling

Year 7 catch-up strategy is integral to our curriculum. The following plan identifies the wider strategy used but the fund of £10600 will be supplemented by the whole school budget as part of the wider strategic school improvement plan.

Literacy Catch-up

The following literacy interventions will take place:

- Gaps analysis will be used to identify area of weakness, small lower sets will be created and gap analysis used by classroom teacher to intervene. This will be used in conjunction with our KS3 standard model. Additional LSAs, where possible, will be attached to these groups to further support the students in making developments in both English and Mathematics.
- Additional literacy lessons – These will be offered before school and after school as an additional boost to learning and will be focused on specific areas. This group of learners will be identified from those who couldn't access the KS2 tests or scored below the standard of the test. For those without KS2 data their reading age will also be used to judge whether they would benefit from this intervention.
- Additional time – Gap analysis.
- Registration time reading buddies – Learners with the lowest reading scores will be taken to 'buddy read' with a literacy leader at registration time. This intervention is in addition to accelerated reader to practice more fluency and understanding through reading.

Numeracy Catch-up

The following numeracy interventions will be take place:

- Gaps analysis will be used to identify area of weakness, small lower sets will be created and gap analysis used by classroom teacher to intervene.
- Live marking is used within classes to ensure learners are aware of errors made at the earliest instance, and within the same lesson, allowing corrections to be attempted to further learning.
- Numeracy starters to run for the first 10 minutes of each lesson, allowing learners to consolidate and develop existing numeracy skills.

- Learners to undertake the Numeracy Intervention programme alongside their scheme of work, a specially designed programme designed to improve basic numeracy skills and relate them to the context of the work.
- Seating plans carefully designed to place those with additional needs alongside stronger learners, thereby providing support to those learners and fostering a spirit of working together.
- Weekly homework and revision club offered to provide additional time to practise numeracy skills.
- Success@Arithmetic – intervention for small group of pupils concentrating solely on numeracy.

Context

IDL and Success@Arithmetic are two programs that run for the catch-up learners to ensure that the basic skills are being addressed.

IDL is offered before school and students have their own logins so that they can access this at home. Students work through the computer program and are rewarded with certificates when a module is successfully completed. The KS3 coordinator and the HLTA in English analyse the data and ensure that students' misconceptions are challenged and that their engagement in the programme is sustained in order to make progress. Further to this, Quick Step booklets have been purchased to ensure those that are just below the boundary are able to make rapid progress across basic skills and this has impacted on their written work and in their analytical work in when reading a range of texts.

Success@Arithmetic is a programme designed to rapidly progress learners onto the Numeracy Intervention programme. Learners are tested at both the beginning and the end of the programme to assess the progress made in the understanding of basic numeracy. The results of the assessment are analysed by the teacher, Head of Maths and KS3 coordinator, who then decide whether learners can move on to the Numeracy Programme or if they stay and do another 'round' of Success@Arithmetic to continue working on their numeracy skills.

Evaluating the Effectiveness

What evaluation measures do we use?

- Internal progress and attainment data
- IDL markers
- Reading and Spelling age data
- Success@Arithmetic data

Intervention	Expected Impact	Cost
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Gaps analysis used to identify area of weakness, small lower sets will be created and gap analysis used by the class teacher to intervene.	To emerge on the KS3 standard for English and maths. To make accelerated progress in terms of reading/ spelling ages.	£1200 of associated staffing costs.
IDL- small group, including individual license.	To make accelerated progress in terms of spelling ages.	£850
Literacy catch-up classes before and after school	To emerge on the KS3 standard for English and to ensure basic skills are in place and improving based on standard on entry to the school.	£750
Administration- SPaG booklets- QuickStep	To make accelerated progress in terms of spelling and grammar. Differentiated levels to show progression through the stages.	£500
Small group teaching for English skills.	To emerge on the KS3 standard for English and to ensure they have a functional use of English before moving on.	£2500
Small group teaching for Success@Arithmetic.	To emerge on the KS3 standard for maths and to ensure they have a functional use of maths before moving on.	£1500
Numeracy Intervention support	To further support students to gain confidence in the use of maths and to bridge the gap between functional maths and the requirements of the KS3/KS4 curriculum.	£3500

Summary of Impact Data

From the 77 students in English who arrived below the standard, 88.4% made marked progress.

From the 77 students in maths who arrived below the standard, 75.4% made marked progress.

5 of the above students arrived without KS2 data and were assessed and included in this cohort due to them being below the standard.

For those still behind at the end of Year 7, further intervention is offered at Year 8 to ensure that progress is made by all and support is in place to guarantee this takes place.