

Year 7 Catch Up Funding Programme 2015-2016

To address inequalities and raise the attainment of those pupils who have achieved less than Level 4 in English and/or Maths by the end of Key Stage 2.

We expect that students will be able to:

- improve their levels of attainment and progress in Maths and English
- close attainment gaps relative to school averages
- have full access to our curriculum and improve spellings
- access our extra-curricular provision

The rationale behind the use of this funding has now been extended in to KS3. This is because a student behind in Y7 might still need support beyond that year.

Allocation:

We actually received **£16,996** for **2015-2016** and have assumed a similar figure for this academic year in which to target students for a range of interventions. There were 25 students (12%) who were eligible for intervention in Maths or English or in both subject areas. The same 25 students were below Level 4 in Maths and English.

The analysis of this impact is outlined below.

Spend:

| | Spend (£) |
|-------------------|------------------|
| Literacy Spending | 7,614 |
| Numeracy Spending | 9,382 |
| TOTAL STAFF | 12,752 |
| TOTAL RESOURCES | 4,244 |
| TOTAL | 16,996 |

Maths Interventions (examples)

- Use of additional specialist Maths teacher in Y8 set 4 (whole year) and Y9 set 3 (summer term) to further close the gap.
- Maths club.
- Maths tutor for small group work (Y7-Y9).
- Specific interventions focused on additional maths for 1 hour a week.
- Holiday tasks were provided for students to complete.

Literacy Interventions (examples)

- Specific interventions focused on additional English for 1 hour a week.
- Literacy groups
- Spelling groups

- Purchase of new reading comprehension resources including ICT, texts and reading resources.
- Holiday tasks were provided for students to complete.

Impact

The continued use and development of the school data system has allowed teachers to more sharply identify underperformance and include more subject specific interventions during Raising standards time as well as during in class time to ensure that students receive the necessary support to improve.

Support was sustained through the year and there have been some notable successes. For example of the students involved in spelling 95% of students made 7+ months progress and of that 95%, 69% made 12 months progress. 60% of students made the expected progress in reading club. This reduction based on last year was mainly linked to attendance.

Maths:

Number of students targeted: **58 (KS3)**

The table below is for Year 7 progress only

| | |
|---------------|-----|
| Below Target* | 24% |
| On Target | 76% |
| Above Target | 52% |

* All students in this category only need to make 1 more step to be “On Target” for the year. 65% of SEN students are on target or better. 4% of boys are below target compared to 20% of girls. Data based on summer 1.

English:

Number of students targeted (**43 KS3**)

The table below is for Year 7 progress only

| | |
|---------------|-----|
| Below Target* | 72% |
| On Target | 28% |
| Above Target | 12% |

* Of this 72%, 55% are still significantly below target and 45% have made progress; but have not yet achieved their targets. Of this 11 students are on the SEND register for literacy. Only 10% of boys are on target or better compared to 38% of girls. Data based on summer 1.

Summary

The focused nature of Maths intervention has ensured that students are more secure on the basic four operations and therefore are able to access the curriculum and make progress. There has been less progress in English and this can be linked to the complex nature of the group and attendance. More specific intervention has been utilised and evidence from these specific interventions identifies that significant progress has been made in these interventions. When the trend is analysed over Key Stage 3 it is clear to see that eventually, with this support, over time, the gap does close. This is shown by the fact that 79% of catch up students are on target or better in Year 8 Maths and 64% of students in English. In Year 9 75% of catch up students are on target or better in English and this

score is 94% in Maths. Therefore the school is using catch up funding to provide sustained support during Key stage 3 that is effective at closing the gap over time.