



Caldew School
Year 7 Catch Up Funding 2017-2018

The Year 7 Catch Up Funding is a government initiative designed to target resources on those students who have not met expectations in the Key Stage 2 tests in English and Maths. Previously, the Department for Education (DfE) provided us with an additional £500 for each student below Level 4 in reading and maths so that we could deliver extra support to help these students to 'catch up'. Last year we received £17500 in Catch Up funding. From 2016-2017, this changed in that the funding allocation is comparable to the previous year, rather than being based on the specific number of students below expectations. Students' progress is monitored carefully to ensure that the Catch up programme is having an impact. The details of how the school plans to use this funding to support our students and boost their English and Maths levels are outlined below.

Key Stage 2: Proportion of Students Meeting Expectations

| | Reading | Grammar, Punctuation & Spelling | Maths | Writing (TA) | Secondary Ready |
|------------------|---------|---------------------------------|-------|--------------|-----------------|
| National Average | 71% | 77% | 75% | 75% | 61% |
| Y7 | 70% | 74% | 70% | 58% | 58% |
| Difference | -1% | -3% | -5% | -17% | -3% |

Planned Expenditure:

| Objective | Strategies | Rationale | Lead | Monitoring/ Evaluation |
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| Develop students' literacy through reading | -Maximise opportunities for reading across the curriculum -Develop and share strategies for teaching reading through TeachBrief, informed by PiXL Code materials | "Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice." <i>(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</i> "Pupils who can read are overwhelmingly more likely to succeed at school, achieve | JGH | Lesson observations Literacy data (Standardised Scores) |

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| | | good qualifications, and subsequently enjoy a fulfilling and rewarding career” (DfE: <i>Reading: The Next Steps, March 2015</i>) Literacy testing in school shows that a significant proportion of students have a reading age below their actual age on entry to Caldw. | | |
| Develop KS3 Additional Literacy and Catch Up intervention to address fundamental reading skills | -Adapt additional literacy intervention, using PiXL Code (synthetic phonics) alongside existing materials -Increase the opportunity for reading intervention by adapting Catch Up approach to 1-1 reading with STA to allow more personalised intervention and support. | “Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career” (DfE: <i>Reading: The Next Steps, March 2015</i>) | JGH/RCC/LMB | Lesson observations Literacy data (Standardised Scores) |
| Develop tracking of literacy and numeracy Catch Up programmes | -Provision mapping -Adapt tracking from literacy ages to standardised scores for greater reliability. | “[Effective schools] seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.” (<i>Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015</i>) | YNN | Built in tracking within provision map |
| Review and develop numeracy intervention | -use QLA baseline testing to identify gaps in skills which will be addressed through short, focused interventions delivered by HLTA | For secondary schools, QLA can support managing transition from primary school, giving teachers detailed information on their incoming Year 7 cohort’s strengths and weaknesses in each area of the curriculum covered by the tests.(<i>RaiseOnline, FAQs, August 2016</i>) | ADB | Lesson observations Maths achievement data |
| Student leadership expanded by developing the role of prefects, while embedding Peer Tutoring in Literacy and Numeracy | -Maths Champions -Literacy focus in registration -6 th Form Reading Champions | Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months’ progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types | JGH/ADB | Student voice Literacy data (Standardised scores) Maths achievement data |

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| | | of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains. <i>(Peer Tutoring: EEF Toolkit, August 2016)</i> | | |
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Review of 2016-2017 Expenditure:

| Objective (From School Action Plan) | Strategies | Impact | Next Steps |
|--|--|---|--|
| Develop students' literacy through reading | <ul style="list-style-type: none"> -Paired reading during registration -6th Form Reading Champions -Book Buzz -Develop and share strategies for teaching reading through TeachBrief | <p>Majority of students read at a level appropriate to age. Reading and comprehension ages are monitored, shared with teachers and used to identify students for literacy intervention. Tracking shows the positive impact of this intervention across KS3: reading improved by an average of 15 months and comprehension by 16 months.</p> <p>More reading opportunities observed in registration and lessons</p> | <p>Increase the opportunity for reading intervention by adapting Catch Up approach to 1-1 reading with STA to allow more personalised intervention and support.</p> <p>Inform whole school reading strategy through PiXL Code materials</p> |
| Review literacy and numeracy intervention programmes | <ul style="list-style-type: none"> -Revise and resource KS3 additional literacy curriculum to increase challenge for all -Extend range of resources to support effective teaching -HLTAs in Maths and English: withdrawal groups and in class support -Pet-Xi Catch Up programme -Use KS2 question level analysis to explore performance in each strand, informing intervention groupings, content and wider curriculum | <p>Numeracy intervention delivered by HLTA. Year 7, 10/12 students achieved Maths targets at Data 7.3.</p> <p>50% of students withdrawn from MFL for additional English in Year 7 are on track to achieve targets, Those below target are very close to target (e.g. Grade 2, Target 3-). Year 7, MFL withdrawal- spelling improved in line with age; reading by almost a year (on average) and comprehension by an average of 16 months.</p> | <p>Further develop additional literacy with PiXL Code resource (based on synthetic phonics)</p> <p>Adapt tracking from literacy ages to standardised scores for greater reliability.</p> <p>Review numeracy interventions, using QLA baseline testing to identify gaps in skills which will be addressed through short, focused interventions.</p> |

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| <p>Increase impact of Y7 catch-up interventions and introduce greater tracking to assess impact through subsequent years</p> | <ul style="list-style-type: none"> -Surplus staffing used to deliver specialist intervention to Catch Up cohort -Cohort identified as subgroup on SISRA to monitor progress -Monitor the impact of interventions through literacy and numeracy age testing, English and Maths levels and a KS2-style test in Autumn 2016 to trial retesting to be introduced formally in 2017 | <p>Ongoing tracking through SISRA subgroups.</p> <p>In Year 7, 62% of Catch Up cohort are on track to achieve targets in English, improving on Data 2; 93% of Catch Up cohort are on track to achieve their targets in Maths, improving on Data 2. Spelling improved in line with age; reading improved by an average of 15 months and comprehension by 16 months.</p> <p>Previous cohorts are tracked throughout KS3: in Year 8, proportion of Catch Up students on track to meet FFT20 targets has increased to 68% in English and 96% in Maths.</p> <p>In Year 9, 65% of Catch Up cohort are on track to make expected progress in English, 53% exceeding. In Maths, 96% are making expected progress, with 78% exceeding targets.</p> | <p>Both literacy and numeracy interventions have been revised for 2017-18. Maths are going to use QLA baseline testing to identifying gaps in skills which will be addressed through short, focused interventions.</p> <p>Literacy intervention will move from taught group sessions to 1-1 reading intervention.</p> |
| <p>Student leadership expanded by developing the role of prefects, while embedding Peer Tutoring in Literacy and Numeracy</p> | <ul style="list-style-type: none"> -Maths Champions -Paired Reading in Registration -6th Form Reading Champions -SPaG based Word of the Week activities | <p>Student voice remains positive when evaluating this strategy, with students reporting greater confidence.</p> <p>More instances of paired reading were observed in registration, with the librarian supporting tutors. Shift to year groups means that literacy activity has become personalised to year groups, rather than generic.</p> | <p>Continue with Maths Champion strategy, with greater tracking using Year 7 Catch Up provision map.</p> <p>Year group specific approach to literacy in registration.</p> |