



Catch-up funding 2015-16

To improve literacy and numeracy levels, catch-up funding is centrally provided at £500 per student for those working at level 3 or below in maths and / or English. The following shows how we intend to rise more rapidly the literacy and numeracy levels of these students.

In order to improve the achievement levels of new entrants to the school in yr 7 with less than level 4 in reading or mathematics, we provide the following:

- an individual “Catch Up” reading programme, weekly throughout the year
- initial and final assessments to determine improvement
- termly progress reports on the catch-up programme
- in-class support by trained learning support assistants
- intervention sessions for literacy and numeracy in very small groups with a qualified teacher in English/Maths
- pastoral support to raise self-esteem and impact on motivation for success
- paired reading sessions with older students
- literacy-based activities and clubs in the learning resource centre
- individual reading activities within tutor time
- possibilities to refer students to our consultant Special Needs teacher, or Educational Psychologist
- access to a homework club

In yr 7 for 2015-16, 22 students (9.5% of whole year group 231) were eligible for catch-up funding of £500 making the allocation of £11,000.

Reading		Maths		Both	
Number of pupils	Percentage of cohort	Number of pupils	Percentage of cohort	Number of pupils	Percentage of cohort
4	1.7%	11	4.8%	7	3%

Funding use:

Catch up reading programme – staff	2142
Catch up reading programme – admin/resources	495
Teaching assistants support in maths ad English	11877
Maths skills activity day	405
Total	14,919



Programmes were undertaken as above for individuals and progress was monitored regularly to analyse the effectiveness of current provision. The assessment of individual learning needs and tailored programmes of different types of intervention is the initial next step for those having made the least progress.

Levels on entry were as follows:

Reading level	No. of students
3	7
2	2
B	2
total	11

Maths level	No. of students
3	14
2	2
B	1
N	1
total	18

A diagnostic assessment was undertaken of “can do” and “to develop” skills in maths and English. Class teachers maintained a focus of three skills as a target per term with an assessment review at the end of the specific intervention, including teacher/TA increased support in lessons and small group students participated in an individually tailored 1-1 reading scheme with a Teaching Assistant for 2 x 20 minutes per week. Progress was monitored at least termly overall, but individually noted when each student moved up a level within the programme withdrawal of students developing the same skill.

Those on level 2 progressed to entry level learner pathway and those on level 3 to emerging learner pathway.

Seven of the students appeared on both lists and therefore had coordinated programmes.

Progress

Catch-Up reading programme:

Baseline data including SEN, L3 and below, CATS, and reading age led to the assessment of 53 students for the Catch-Up reading programme and 11 students followed this.

10 students progressed to CUP level 12 which equates to a reading age of at least 9.6. One student, with a statement, will continue with a 1-1 programme in year 8.

Increase in reading age ranged from one to two years with an average increase of 1.6 years.



English = 10 pupils out of 11 made expected or above progress on their learner pathway

Maths = 18 pupils out of 18 made expected or above progress on their learner pathway

Next steps for those students

- Diagnostic of specific skills in English and mathematics with a six week focus on three specific areas for improvement through intervention and a whole subject approach
- Continued intervention as above for those making less than expected progress
- Catch Up reading programme
- Standardised reading age assessments to determine progress compared to interventions
- Introduction of numeracy Catch Up programme
- Training of 6th form reading mentors, as a stage between successful completion of the Catch Up reading programme and paired reading
- The flow chart below shows the staged process for interventions

2016-17



For 2016-17 levels have been replaced by scaled scores where 100 is the expected standard.

A greater number of children have failed to reach the expected standard than failed to achieve a level 4 in previous years.

Nationally in 2015, 89% of children achieved level 4 or above in reading and 87% in maths.

In 2016, 66% of children achieved the expected standard in reading and 70% in maths.

For Guilsborough Academy year 7 in September 2016 the number of pupils scoring 99 or less on KS2 SATS is as follows:

Whole year group 236

English Only		Maths Only		Both	
Number of pupils	Percentage of cohort	Number of pupils	Percentage of cohort	Number of pupils	Percentage of cohort
29	12%	25	10.5%	33	14%

The totals of 87, being 36.5% of the cohort represents a significant rise from 9.5% last year. Support will be assessed for all and resources targeted at the least able in terms of 2015-16 provision levels.

If the benchmark is taken from 95, this shows:

English Only		Maths Only		Both	
Number of pupils	Percentage of cohort	Number of pupils	Percentage of cohort	Number of pupils	Percentage of cohort
20	8.4%	13	5.5%	11	4.7%

Representing 18.6% of the year group.

For 2016-17 funding, catch-up premium is intended to support those children who did not reach the expected standard in reading and/or maths. In 2016-17 secondary schools are probably not being funded for every student under the expected standard on their school census. It is likely that secondary schools will receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census.



Literacy Flow chart

Yr. 7 Statement/EHCP/K – IEP
Review needed before entry

L3 or Below
↓
CUP
assessment

LAC
↓
CUP
assessment
In class
monitoring
Suitable
intervention

FSM
↓
Monitor
carefully
term 1

Dyspraxia
S&L/Physio
↓
In class
support
EP if severe

English Assessment

CATS

TA & English
meeting
↓
RA/SA/CAT score
data

80 or
below

10+ score
difference

Term 1 intervention
Catch Up
Spelling
Hand writing
Phonics
↓
Term 3
English/Science/Humanities
interventions

9.6 to 11
Reading mentor
Paired reading
English
intervention

Dyslexia? Dyscalculia?
↓
Screening
↓
SpLD or EP if severe