

Catch-up funding 2016-17

To improve literacy and numeracy levels, catch-up funding is centrally provided for those working below expected maths and / or English. The following shows how we intend to raise 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 95 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 2016-17, 44 students (18.6% of whole year group 236) were eligible for catch-up funding making the allocation of £11,000.

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.

Funding use:

Catch up reading programme – staff	2297.25
Catch up reading programme – admin/resources	512.79
Teaching assistants support in maths ad English	10249.74
Total	13,059.78

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.

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.

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

Progress

Catch-Up reading programme:

Baseline data including SEN, 95 and below, CATS, and reading age led to the assessment of 42 students for the Catch-Up reading programme and 12 students followed this.

11 students progressed to CUP level 12 which equates to a reading age of at least 9.6. One student 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.

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

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

2017-18

For 2017-18 there are scaled scores where 100 is the expected standard.

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

For Guilsborough Academy year 7 in September 2017 the number of pupils scoring 95 or less on KS2 SATS is as follows:

Whole year group 232

English Only		Maths Only		Both	
Number of pupils	Percentage of cohort	Number of pupils	Percentage of cohort	Number of pupils	Percentage of cohort
32	14%	29	12%	24	10%

The totals of 85, being 37% of the cohort compared to 36.5% last year. Support will be assessed for all and resources targeted at the least able in terms of 2015-16 provision levels.