**Year 7 Catch-Up Funding 2016-17**

**Background**

The Year 7 Catch-Up Fund was introduced by the government in 2013. Its intention was to enable all secondary schools to help support pupils who did not achieve at least Level 4 in the Key Stage 2 National Curriculum (SATS) tests in Reading and/or Mathematics and to help them ‘catch-up’ with their peers. However, after recent changes to the way that achievement is reported at the end of Key stage 2 (standardised score as opposed to a level), schools now receive funding on the basis that they will receive the same overall amount that they received the year before. In the future it will be adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2017 census.

The school’s Year 7 Catch Up funding allocation for the year 2016-17 is £11,224.

In the DfE document ‘Literacy and Numeracy Catch-Up Strategies’ published in November 2017, the report states,

‘Writing interventions appear to show consistently good results. … Reading comprehension interventions generally have a positive effect on pupils’ attitudes towards reading; computer-based interventions appear effective, and some one-to-one methods have substantial positive results on pupils’ literacy progress.’ And that, with regards numeracy actions, ‘there is promising evidence from interventions trialled at primary schools which could be applicable to older low-attaining pupils, including one-to-one and group programmes.’

Students’ KS2 test scores (and, in the case of literacy, on-line reading tests and teacher assessments) are used to identify pupils whose rate of progress needs to catch up with their peers. Support and intervention is provided in the following ways.

Students attend/have access to:

extra literacy and/or numeracy support lessons in small groups (3 of each per fortnight)

and/or sessions using IDL – an on-line literacy support programme

and/or sessions using SYMPHONY maths – an on-line numeracy programme

Some students might also be involved in the Better Reading or Paired Maths Schemes for which students are paired with an older pupil mentor. These sessions run once or twice per week.

Finally in-class TA support is also regularly available in English and maths lessons.

**Spending of the Allocation**

Funding Allocation contributes to provision of 2 HLTA and a Level 3 TA to deliver intervention sessions. It also partly funds access to the on-line literacy and numeracy support programmes.

**The Y7 Numeracy Catch Up Cohort 2016-17**

22 pupils were identified as not having made expected progress in maths/numeracy at KS2:

* 2 pupils have complex special needs and were taught maths in small groups and one to one situations in the transition room (transition pupils). They did not access extra catch up and due to the nature of their special needs are working at a standard below that expected at KS3.
* 2 further transition pupils receive maths lessons in the transition room, but also accessed Y7 numeracy intervention.
* 18 further students received numeracy intervention in addition to their timetabled maths lessons.

**Progress of pupils who accessed numeracy intervention:**

* All pupils made progress in maths/numeracy.
* 2 pupils made 3 sub SEA levels progress in maths/numeracy.
* 14 pupils made 2 sub SEA levels progress in maths/numeracy.
* 4 students made 1 sub SEA level progress in maths/numeracy.

**The Y7 Literacy Catch Up Cohort 2016-17**

20 pupils were identified as not having made expected progress in English/literacy atKS2:

* 3 pupils have complex special needs and were taught English/literacy in small groups and one to one situations in the transition room (transition pupils). They did not access extra catch up and due to the nature of their special needs are working at a standard below that expected at KS3.
* 2 further transition pupils receive English lessons in the transition room, but also accessed Y7 literacy intervention.
* 17 further students received literacy intervention in addition to their timetabled maths lessons.

**Progress of pupils who accessed literacy intervention:**

* All pupils made progress in English/literacy.
* 1 pupil made 3 sub SEA levels progress in English/literacy.
* 13 pupils made 2 sub SEA levels progress in English/literacy.
* 3 students made 1 sub SEA level progress in English/literacy.

Of the two cohorts, 8 pupils received both literacy and numeracy intervention.