

Year 7 Catch-Up Funding 2019/2020

The Department for Education has provided additional funding for all students in Year 7 since 2012 who achieved below their age-related expected standard in reading or maths at the end of Key Stage 2. For 2019/20 the funding allocation is expected to be £13,393.

The purpose of the funding is to enable schools to make strategic provision for extra support and focused tuition to ensure that students address their gaps in learning. The headteacher, on behalf of the Governing Body, can decide how that funding is spent and is accountable for ensuring it has maximum impact.

Deployment of Funding

This funding is used to target and support those students who joined the Academy with either Level 3 or below in Mathematics and/or English (up to 2016) or less than a 100 scaled score on Mathematics and/or Reading (2016 onwards).

Strategies outlined were deployed in 2018/19 and are being deployed in 2019/20:

English

- **Lexia programme of support for students.** Lexia is an online phonics-based reading intervention programme. Following the completion of a diagnostic test, the programme identifies a personalised starting point for their online learning and gives detailed feedback on student skills.
- **The Lit Programme.** Within the English curriculum planning, the lowest two sets in each year half follow the Lit Programme, a metacognitive, reciprocal reader approach to reading comprehension. For 2019/20, the reciprocal reader strategies will be introduced through The Lit Programme and then students will be encouraged to transfer these skills as they begin to re-join the main curriculum.
- **Rapid Reading.** Form time sessions take place with Sixth Formers or Teaching Assistants within the Learning Support department in order to offer paired support and consistent opportunities to read.
- **Active Literacy Kit.** This is a weekly intervention focused on phonics delivered by Teaching Assistants.
- Teaching assistants deployed to lowest sets of English groupings.

Maths

- **Rise and Shine programme.** Pupils attend Maths intervention during form times and a DTT (Diagnosis, Therapy, Testing) approach is used to focus on the four rules of adding, subtracting, multiplication and division. Pupils revisit skills and retest to secure their understanding.
- **Maths Mastery.** A mastery approach to teaching and learning has been adopted for all Key Stage 3 schemes of work.
- Smaller classes organised at lowest end of ability with Teaching Assistants in class.

Whole School Strategies

- **ERIC – ‘Everybody reads in class.’** Form groups in KS3 read one morning a week and subject staff are encouraged across departments to highlight and utilise reading opportunities as part of the whole school literacy strategy.
- **Oracy.** Weekly opportunities to develop synthesis and explanation skills are built on through form time oracy sessions.
- **The Franklin Scholars scheme.** We provide an in-school peer mentoring programme for Year 7s identified as needing additional support in the transition from primary to secondary school. Twice-weekly sessions focus on reading and the development of oracy and social skills.
- **‘BAM time.’** Behaviour, attendance and mindset reflection time was introduced in form groups from 2018/19.
- **Zones of Regulation.** This social and emotional intervention is employed with students who have difficulty regulating their emotions in order to remove this barrier to learning.
- **Transition work.** The English department works in partnership with feeder primaries, visiting to observe and teach lessons for a better understanding of Year 6 standards of work and next steps in Year 7. In 2018/19 the Maths department was partnered with one of our feeder primary schools participating in action research through Wyndham Research School. The project is focused on improving progress at KS2 and KS3. The SEND team provide additional days in school for students identified as in need of further support with transition. This includes opening school during the summer to welcome these students before the start of term.
- **RADY strategies.** Membership of the Raising Achievement of Disadvantaged Youngsters provides strategies and approaches to improve the attainment of students who did not reach the required standard at Key Stage 2.

Investment in Staffing to provide effective support

1. **Key Stage 3 Raising Standards Leader.** A Key Stage 3 RSL is in place to monitor progress at Key Stage 3 and ensure timely intervention at Waves 1, 2 and 3.

End of Year Performance for the Year 7 Catch Up Funding Cohort in 2018/19

At the end of Year 7, the performance of students eligible to be in receipt of catch-up funding was monitored to determine whether they were now performing in line with the minimum expectation of students who had arrived at the Academy working at the end of Year 6 expectation (scaled score of 100).

% of Catch Up students	English	Mathematics
Working above expectation	3%	39%
Working at expectation	64%	47%
Working below expectation	33%	14%