Year 7 Catch-Up Premium

2018-2019

Year 7 Catch-up Premium

The Year 7 Catch-Up Premium has been offered by the Government as a commitment to provide additional funding to schools. Each student eligible for the Catch-Up grant is awarded £500 and is aimed at each year 7 pupil who did not achieve at least level 4 in the Key Stage 2 National Curriculum tests in reading and/or mathematics.

The 2018-19 plan targets any student who did not meet national expectations in the Key Stage 2 SATs.

The purpose of this funding is to enable Walton to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it.

For the 2017-2018 academic year, Walton has an allocation of £13,000. This is £2000 lower than 2016/17 funding allocation. This will allow us to work towards achieving the key objectives:

1. Literacy – establish an intervention programme that will raise attainment to at least the expected standard for eligible students

2. Numeracy – establish an intervention programme that will raise attainment to at least the expected standard for eligible students.

Yearly Funding Allocation

2013-14   30 Students - £15,000

2014-15   32 Students - £16,000

2015-16   28 Students - £14,000

2016-17   30 Students - £15,000

2017-18   36 Students - £13,000

2018-19   30 students - £1,500

Proposed Funding Spend

Area	Total costs		CPG Cost
Learning Mentors	£69,174.00	5%	£3,458.70
Data Manager / Assistant	£28,622.00	5%	£1,431.10
1-1 Intervention	£5,000.00	5%	£250.00
GL Assessments	£9,000.00	5%	£450.00
Teaching Assistants/ Intervention Teacher	£169,258.00	5%	£8,462.90
Accelerated Reader / Star Reader	£5999	5%	£299.95
PIXL Maths / English Conference	£600	50%	£300
Code Phonics	£100	100%	£100
Total			£14,752.70

In addition to the proposed funding resources within English and Maths, will also be purchased through their area budgets, which have been enhanced to take account of this critical cohort. The over spend will be off-set by the enhanced faculty budgets within English and Mathematics.

Catch-up Premium Implementation Plan 2018-2019

<u>**Literacy Catch-Up Plan**</u>

What is the Key Priority?
To support students to develop their Literacy skills in order to help them within a school context but also in the wider world.

What do we expect to see?
We expect to support students to ensure their Literacy skills are developed. All students, no matter what their starting point are expected to reach a level equivalent to their peers in order to reach their maximum potential within a classroom environment. Depending on the students' needs will decide on the type of intervention which will be put in place.

– Improve their attainment levels in English and reach their full potential
– Increase their reading age to ensure access to the whole curriculum

How is the Catch-Up Premium used?
The following interventions/resources have been put into place:

– Literacy sessions within tutor time
– 1-2-1 sessions with TA
– 1-2-1 sessions with TA during lesson to do speed reading tests and focused individualised reading aloud
- Small Group sessions with TA
- Bookbuzz, led by Librarian, all students to have access to at least one reading book which they can chose
- One lesson a week dedicated to Literacy/Library to boost literacy skills across curriculum
- Accelerated Reader and Star Reader scheme
- GL Assessments – NGRT / Progress Test English

Continual Provision:

- Staff training will be provided to ensure more students are able to utilise the reading catch-up programme

- TAs who have been utilised to aid exam classes, where students are now on study leave, are being used to give extra intervention to those students not yet reaching their potential.

Numeracy Catch Up Plan

The Literacy and Numeracy Catch-Up Premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support Year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).

At Walton there are 48 students below the expected standard.

What is the Key Priority?
To support students to develop their numeracy skills in order to help them within a school context but also in the wider world. Whilst ensuring students meet the expected standard for their age group.

What do we expect to see?
We expect to support students to ensure their numeracy skills are developed. All students, no matter what their starting point are expected to reach a level equivalent to their peers in order to reach their maximum potential within a classroom environment. The students' needs will decide on the type of intervention which will be put in place.

– Improve their attainment levels in Mathematics in line with expectations and reach their full potential

How is the Catch-Up Premium used?
The following interventions/resources have been put into place:

– Numeracy sessions within tutor time – Numeracy Ninjas
– 1-2-1 sessions with – PIXL Microwave, Intervention Manager
- GL Assessments – NGRT / Progress Test Maths
- PIXL – Maths App, Times Table App, Intervention Manager
- PIXL Microwave scheme – Gap Analysis and DTT Process

Group	All Y7 Students	Below 100 in Reading and Maths	Below 100 in Reading	Below 100 in Maths
Students	128	27	38	48
SEND	23	11	13	2

Strategy 1	Small group tuition
Description	Students given small group intervention with faculty TA to support basic numeracy skills. Students identified as working below expected levels in KS2. Programmes used are, Intervention Manager in PiXL and for very weak numeracy, Numeracy Ninjas.
Rationale	Evidence from EEF indicates that students tutored in small groups can make up to four months progress compared with larger groups https://educationendowmentfoundation.org.uk/resources/making-best-use-of-teaching-assistants/
Success criteria	Improvements in post-test.

Strategy 2	In class intervention
Description	Class TA included in all aspects of lesson and directed by class teachers to work with specific students.
Rationale	Evidence from EEF suggests TAs are more effective when they help scaffold pupils' learning and encourage independent learning.
Success criteria	Improvements in independent learning.