

## **Year 7 Catch-Up Funding**

### **1. What is the Year 7 Catch-Up Premium?**

The Year 7 Catch-Up Premium is a stream of funding that a school receives in addition to core funding. The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least level 4 in reading and/or maths at the end of key stage 2 (KS2) i.e. at the end of their Primary school.

The headteacher on behalf of the Governing Body can decide how that funding is spend and is accountable for ensuring it has maximum impact.

### **2. How much does the school get?**

For the academic year 2015-2016, the allocation for The North School was £21,500.00 based on 43 pupils(31% of the intake) and this was received in February 2016.

For the academic year 2016/17 the allocation was £23,058 and was received in February 2017.

### **2016 – 2017 Focus:**

Raising attainment for pupils, who arrived at The North School with literacy and numeracy KS2 levels below national average

### **How are we using the Catch-Up Premium and what impact will it have?**

The money is used to provide additional staffing and resources that enable the students to access a curriculum and additional programmes that are bespoke and shaped for their literacy/numeracy, and social/emotional needs.

## **Context**

The nurture group is a provision set up to support those students who are making significantly slower progress than their peers. The aim of the nurture provision is to equip students with the relevant literacy skills and resilience towards their learning in order to make accelerated progress with the view of returning to mainstream classes. Students are taught in the same class for English, Literacy, Geography, History and RE. For all other subjects students are in a mainstream class to insure inclusion, they are still generally supported by an SEN TA.

Students in this group follow the same scheme of work and skills as their mainstream counterparts however this is highly differentiated to meet the needs of the class. This is to ensure a smooth transition when they return to mainstream classes.

Students return to mainstream once they have made significant progress towards their end of year target grade and are closely monitored by the SEN team. Mainstreams teachers are informed of strategies to help support the student. Freshstart, a structured phonic programme aimed at KS3 pupils, is also used as a separate intervention in small groups.

Human toolbox is an intervention used to support the development of emotional intelligence and resilience in students. It supports both learning, social interaction and also develops student well-being. Students are able to feel relieved, energised and empowered to make positive, effective and sustained change. With simple techniques and strategies, the Human Toolbox programme provides essential skills for making life easier. Its works by comprising of simple, powerful and visual lessons together with a safe, boundaried and guided space in which to discuss, explore and resolve difficult and often painful issues.

There are a number of literacy interventions currently running or soon to be implemented in KS3 and KS4 this year. Handwriting intervention was offered last year for some of the Yr7. Strategies for left handed students have helped them to improve the quality of their writing. Moving forward, a group of pupils in Yr7, whose handwriting is a concern, will be identified and there will be targeted intervention.

There are identified groups of students identified to close the gap on their chronological reading age, beginning with those who are 6 months to a year behind their chronological reading age. There is

also provision for literacy OSL for after school. The Accelerated Reading programme will also be used as an intervention to target students who are considerably below their chronological age.

The Great North Spelling Bee was initiated during the Yr7 transition week in July and has been implemented in tutor times since the start of the term. To support the engagement and enjoyment of reading, Book Worm of the Term is being introduced, progress for this will be monitored through the tutors, Literacy leader and reading data.

<b>Strategy</b>	<b>Expected Impact</b>	<b>Est. Cost</b>
Nurture group Year 7	Catch – up programme that is aimed to raise student literacy and numeracy skills through a bespoke curriculum and is taught by specialist teacher	£15k
Human Toolbox	Social and emotional development programme that is delivered through small group and 1:2:1 work	£2k
Additional resources (site/staff, materials) to aid the Accelerate reading programme for students, who have a RA that is below their chronological age (delivery of Vocabulary Building Programme, Narrative Intervention programme etc.)	Marked increase of individual students' Reading Age matching their chronological age will ensure that students can access relevant curriculum texts and improve their overall confidence and achievement	£3.5k
Year 7 Passport to success (staff/ resources)	The year 7 passport to success will incorporate a substantial and strategically organised homework project, set alongside a programme of study designed to help pupils make accelerated progress. There will be staff to organise and publicise it. There will also incentives for the students to help motivate them.	£1k

### **Impact Report 2015/16**

<b>Strategy</b>	<b>Expected Impact</b>	<b>Est. Cost</b>
Nurture group Year 7	Catch – up programme that is aimed to raise student literacy and numeracy skills through a bespoke curriculum and is taught by specialist teacher	£13k
Human Toolbox	Social and emotional development programme that is delivered through small group and 1:2:1 work	£5k
Additional resources (site/staff, materials) to aid the Accelerate reading programme for students, who have a RA that is below their chronological age (delivery of Vocabulary Building Programme, Narrative Intervention programme etc.)	Marked increase of individual students' Reading Age matching their chronological age will ensure that students can access relevant curriculum texts and improve their overall confidence and achievement	£3.5k

### **2015-16 Impact by the end of term 3.**

#### **In English**

66% of students are making expected progress at the end of the year compared to 17% at the start of the year.

Out of the 26 students who had not achieved level 4 in September 2016 a further 20% reached level 4 by term 6. (To note that many of these came in at below a level 3)

In the nurture provision 78% of students were making expected progress by the end of term 6.

72% of students have made progress in their reading this year;

- i) 47% have made one year's reading progress or more
- ii) 28% have made progress of two years or above
- iii) 9% have made progress of 5 years or more

There was an increase of 11% of pupils who at the beginning of the year were reading below their chronological age who are now reading at or above their chronological age.

### **In Maths**

By the end of term 6 78% of students were making expected progress in Maths.

Out of the 31 students who had not achieved level 4 in September 2016 a further 29% reached level 4 by term 6.

In September a total of 59% were working at a level 4, by term 6 total 76% were working at level 4.

### **Year 7 Reading ages**

There has been an 18% reduction in pupils whose reading age are under their chronological age. (From 66% to 48%)

There has been an 18% increase in the % of students whose reading ages are at or above their chronological age. (From 34% to 53%)

### **Human toolbox**

	English	Maths	Science
Year 7 % making EP	66	78	57
Target pupils % making EP	92	92	54
Year 7 % making more than EP	44	51	39
Target pupils % making more than EP	46	85	38

The 13 pupils targeted made progress

- In English, at a greater rate than the rest of Year 7
- In Maths, at a greater rate than the rest of Year 7
- In Science, at a similar rate to the rest of Year 7

In English, 12 out of 13 pupils made progress from KS2 test, and all had reached Level 4 by the end of Year 7. The average progress was 1.7 sub-levels

In Maths, 12 out of 13 pupils made progress from KS2 test, and 12 out of 13 had reached Level 4 by the end of Year 7. The average progress was 2.2 sub-levels

### **2016/17 Impact on Reading age**

Two staff will lead a mentoring programme to focus on the achievement of the year 7 students below a level 4. There will also be a year wide initiative of 'catch up' through the use of an incentivised homework programme. This passport to success will be part of a department led programme resulting in a celebration assembly for those who 'graduate'.

The headlines for last year's Y7 cohort were:

<b>Term</b>	Autumn	Spring	Summer
<b>Mean</b>	11/2	12/5	13/6
<b>Median</b>	11/0	12/6	13/6

This shows an increase in the average reading age of 2y 4m and takes the students from an average which is below many of their chronological ages to considerably higher.

In terms of improvements during the year

In Term 2 40% of Year 7 had a RA at /above CA and 60% below CA

In Term 6 74% of Year 7 had a RA at /above CA and 26% below CA

