

Impact Review of Year 7 “Catch Up” Funding – Academic Year 2016-17

In previous academic years, Year 7 Catch Up funding focused upon students who entered Year 7 with below Level 4 in English or Mathematics. From September 2016 onwards the revised Key Stage 2 tests mean that it is no longer possible to identify students in this way. In the new Key Stage 2 tests, students are given scaled scores in Mathematics, Reading and Grammar, Punctuation and Spelling (GPS) within the following range:

- 80 = minimum score
- 100 = ‘expected standard’
- 120 = maximum score

We therefore decided to use our allocation of Catch Up Funding to support the progress of all students who entered Year 7 with below 100 in either Mathematics or Reading.

In our 2016-17 Year 7 cohort we identified:

Subject	Below Expected Standard score of 100	Scored 80-89	Scored 90-99
Maths	28	3	25
Reading	39	13	26

In addition, two students did not take the KS2 SATs as they were determined to working below the standard of the tests in Year 6.

The funding allocation for 2016-17 was £9,055 which was spent in the following ways:

Item	Payment
Literacy HLTA Special Responsibility Payment	£1000
Literacy HLTA Hours (£12 per hour, 6 hours per week)	£2232
SENCO Hours – Synthetic Phonics (£30 per hour, 2 hours per week)	£1860
SENCO Hours – Reading Renaissance (£30 per hour, 2 hours per week, first term)	£420
Mathematics Teachers Hours (£30 per hour, 4 hours per week, second two terms)	£3000
EAL Teacher Hours (£30 per hour, 2 hours per week)	£1860
Total	£10,372 (the remaining £1,317 was funded from the main school budget)

Issue	Action Taken	Impact shown	Next steps
<p>Students entering CGA with below the KS2 'expected standard' of 100 in Reading.</p>	<p>In Term 1 - students received a differentiated approach, dependent upon their needs:</p> <p>Phonics (7 students) Those with a combination of the lowest SATs results and reading ages. Led by the SENCo. This focuses on the fundamentals of reading – decoding, encoding and comprehension. Low confidence levels → these students did not resit their reading SATs. The majority of these students continued with phonics intervention throughout the year.</p> <p>Flag (7 students) Those with borderline SATs scores, expected ARTi scores and no other concerns relating to English were monitored closely – results were checked and English teachers were asked to comment on these students' ability and progress.</p> <p>EAL (4 students) Those with EAL needs were given both EAL intervention and literacy catch-up intervention. These students were initially put in their own group in order to focus on their vocabulary and word order. Following advice from the EAL department that these students would learn best alongside their native-speaking peers, EAL students were moved into other groups.</p> <p>Reading Renaissance (6 students) Students who had results on their ARTi tests that indicated their functional reading ability was slightly below the expected level. These students were initially placed on the reading renaissance programme led by the SENCo, later led by the catch-up tutor. Focused on promoting an enjoyment of reading using the Heinemann Heroes reading scheme. Their second lesson each week focused on exam technique in preparation for their resit.</p> <p>English (16 students) This group had low SATs scores but higher reading ages. These students followed the Heinemann Heroes reading programme with a focus on their writing, analysis and vocabulary. Additionally the RAISE Online QLA from the KS2 test data was used to inform curriculum planning and address students' individual weaknesses.</p>	<p>26 students retook the Reading KS2 SATS test and 15 have reached the expected standard (100+); a further 7 students substantially improved their scaled score.</p> <p>15 students who had reading ages below those needed to access the curriculum were retested: eight students achieved the required level and four of the remaining seven students improved their scores.</p> <p>As a result of their progress in the Autumn Term, 11 students were moved out of withdrawal groups and back into mainstream lessons.</p> <p>Progress in English: 39 started the year below the KS2 expected standard: 24 made expected progress or above expected progress in English. 13 made below expected progress in English. 2 left the school permanently</p>	<ul style="list-style-type: none"> • Regularly to revise the composition of the Literacy withdrawal groups to make sure they are focusing upon the correct students, moving students back into mainstream lessons whenever appropriate. • Monitor the progress of students who got below 100 in English across the curriculum (particularly in English) and work with departments to improve differentiation for these students. • Focus upon the progress of students who have not improved the ARTI test score significantly, most notably those in the phonics intervention group. • Enhance partnership working with the Deputy Head in charge of literacy at Chesterton Primary School to help target reading intervention more effectively. • Provide one reading enrichment activity per half term to ensure that these students are developing a broader engagement with reading (coordinated by the Literacy LSA). • Coordinate intervention in Year 8 for the 13 students who did not make expected progress in English. • Monitor the effectiveness of the phonics and EAL intervention groups.

	Additionally, one student who was working below the standard of the tests in Year 6 had intensive one on one support across the whole curriculum, overseen by the SENCO.		
Students entering CGA with below the KS2 'expected standard' of 100 in Mathematics.	<ol style="list-style-type: none"> 1. During the autumn term students who got below 100 in their KS2 Maths SATS were placed in groups taught by acting Head of Maths to ensure quality first teaching. Scheme of work and assessments focused upon the weaknesses identified in the KS2 Raise Online question level analysis. 2. Following the return of the Head of Maths from maternity leave just before Christmas, 13 students (all those with below 97 in their KS2 SATS) were targeted for withdrawal sessions by the Head of Maths and two other Maths teachers (4 groups of 3-4 students operated on a weekly basis). 	<p>92% of students who received below 100 in their Maths SATS made expected progress or above expected progress in Maths by the end of Year 7.</p> <p>The content of tests was based upon the weaknesses identified in the KS2 Raise Online question level analysis</p>	<ul style="list-style-type: none"> • Track progress of students in the withdrawal groups, retaking the Maths SATS if appropriate. • Develop the scheme of work for the Numeracy LSA to support learning in Year 7. • Appoint a replacement Numeracy LSA. • Monitor the progress of students who got below 100 in Maths across the curriculum (particularly in Maths and Science) and improve differentiation for these students.

Year 7 “Catch Up” Funding – Academic Year 2017-18

The revised Key Stage 2 tests mean that it is no longer possible to identify students entering Year 7 with below Level 4 in English or Maths. The new Key Stage 2 tests in Maths, Reading and Grammar, Punctuation and Spelling provide scaled scores:

- 80 = minimum score
- 100 = ‘expected standard’
- 120 = maximum score

At Chestnut Grove we are targeting our funding at those who did not meet the expected standard or those who did not sit the KS2 SATS because they were below the standard of the test.

In the 2017–18 cohort we have identified:

Subject	Below Expected Standard score of 100	Scored 80-89	Scored 90-99	Not entered for KS2 SATS because below of the standard of the test.
Maths	20/181	2	13	5
Reading	28/181	3	20	5

The following actions are in place to support the literacy and numeracy of these students:

NUMERACY:

6 students are in small group withdrawal (3 hours per week) with a teacher.

7 students targeted for small group support by the Numeracy HLTA.

1 student (who has an EHCP) is supported in Maths lessons by his LSA.

5 students who have English as an Additional Language are being supported by the EAL as this was the key barrier to success/reason for non-entry for SATS in KS2.

LITERACY: (some students are in a combination of these groups)

7 students receive three hours per week small group withdrawal for Synthetic Phonics with the SENCO.

7 students receive two hours per week small group withdrawal for Reading Renaissance with the Literacy HLTA.

3 students receive two hours per week small group withdrawal for English intervention with the Literacy HLTA.

7 students receive one hour per week of small group withdrawal for spelling intervention.

1 student receives one hour per week of small group withdrawal for handwriting.

5 students receive small group withdrawal from the EAL department.

7 students are not receiving additional catch up intervention as their KS2 scores were very close to the 100 threshold, scored above threshold on GPS test and reading ages in line with chronological ages on ARTI test. This group will be closely monitored.

The appointment of a Literacy and Numeracy LSA will coordinate and track catch up work, overseen by the departments and SENCO.

The KS2 question level analysis from primary school data will be used to inform curriculum planning for year 7.

