



Autumn 2012 to the Academic Year 2015/2016

Catch Up Funding

What is Catch Up Funding?

This is a Government initiative introduced in September 2012, providing schools with an additional £500 for each student who on entry to year 7 has not achieved at least a level 4 in Reading and or Maths at KS2 so that they can be given the opportunity to catch up as quickly as possible with support in literacy and numeracy. The school entitlement is calculated by the number of eligible students reported in the Autumn census returns and KS2 assessments.

The school is required to assess the needs of individual students on entry in order to decide the best way to use the funding.

How is Catch Up Funding used at St Bartholomew's School?

Programmes and approaches have been selected for use which have proven to be effective or are showing early promise. This includes:

- Individual tuition in addition to classroom teaching
- Intensive small group tuition.
- Purchasing external services and materials to add to those provided by the school, including computer based learning.
- Summer / holiday schools to deliver intensive catch-up over a short period.
- Additional resources for use in the classroom.
- Specific training for staff to increase strategies in teaching and remove barriers to learning for individuals.

What difference has Catch Up Funding made to students?

Academic Year 2012 – 13

The 2012/13 Financial year allocation of £500 per eligible student was £16,500.
Note: £9,625 was paid in the academic year 2011/12 and the remaining £6,875 in Feb 2013.
Of this £7,210 was spent on small group and 1:1 tuition.
The remainder was carried forward.

The catch up funding became available from mid-year in this academic year.
It was decided to use the funding to provide additional teaching in English and Maths as appropriate and this teaching time had to be resourced. The programme therefore began in the summer term.

There were 22 students eligible for support in Maths and 10 in English.

In Maths 5 students were already receiving support through the Additional Tuition programme.

The remaining 17 Maths students received an extra 2 hours of Maths lessons each week following a structured programme for 7 weeks of the summer term.

Results:

Maths	<p>During year 7 over the programme duration the Catch Up students had made an average of 1.3 sublevels of progress</p> <p>The students were very positive about the experience of the lessons. A review of the programme based on progress measures, student and teacher feedback, informed the structure of the programme for the year 2013-14.</p>
English	<p>Average sub levels of progress for the Catch Up group is 1.75</p> <p>Many students in the Catch Up group have support through subject staff which is integrated with that of intensive interventions delivered through Personalised Learning.</p> <p>This is likely to mean that progress in the early stages will be slower as key concepts are established.</p> <p>The range of progress made is therefore variable across students, ranging from + 4 sub levels of progress. A remarkable achievement.</p>

Academic Year 2013 – 14

The 2013/14 Financial year allocation of £500 per eligible student was £17,000, confirmed 28.2.2014.

Small group tuition was estimated to cost £16,800.

The sum carried forward was used for further enhancement of the provision in order to accelerate the progress of the identified cohort.

Objective

1. To accelerate the progress of students identified for Catch Up support in numeracy and literacy, so that they achieve a level 4 or higher in the current academic year.

Background

From the KS2 data 40 students were identified as being eligible for Catch Up support.

Following the experience from the previous year the support has been provided as additional lessons, taught by qualified specialist teachers in each subject.

English has been timetabled as 1 hour each week and Maths as 2 hours; this results in students receiving 5 hours of lessons per week in the relevant Catch Up subject.

25 students have been attending English Catch Up classes and 30 students attending Maths. Of these 15 are in both Maths and English classes. English lessons have class sizes of 9 and 11 and in Maths classes range from 4 to 7 students.

Students and teachers have been very positive about the lessons and the learning that has been taking place. This is supported by lesson observations and learning walks by senior staff. The detail of the progress made is as follows.

End of Year Progress Report

Maths	<p>At the end of the Summer term (July 2014) the average number of sublevels progress since starting the school year, for Catch Up pupils was 2.5. This is above nationally expected rates and significantly better progress than these students have historically achieved. 70% of the group have now achieved the objective and are confidently working at level 4 or above.</p> <p>The distribution of the levels of progress achieved in relation to the starting point is noted below.</p> <ul style="list-style-type: none">• 7% of students made up to 1 sublevel of progress• 10% of students made up to 2 sublevels of progress• 37% of students made up to 3 sublevels of progress• 47% of students made 3 or more sublevels of progress <p>Those students who have not achieved the objective of working at level 4, will continue with additional intervention in the next academic year. This will be sharply focused on specific areas of weakness, with progress being closely monitored.</p>	
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English

The progress of Catch Up students was assessed formally at the end of the Summer Term. These students have gained an average of 2.3 sublevels of progress since the start of the year. This is above nationally expected rates of progress and significantly better than these students have achieved in the past. 84% of the students have met the objective and are now working confidently at level 4 or above.

Comparing distributions of levels of progress shows positive results for the Catch Up students:

- 8% of students made up to 1 sublevel of progress
- 20% of students made up to 2 sublevels of progress
- 28% of students made up to 3 sublevels of progress
- 40% of students made 3 or more sublevels of progress

Those students who have not achieved the objective of working at level 4, will continue with additional intervention in the next academic year. This will be sharply focused on specific areas of weakness, with progress being closely monitored.

Academic Year 2014 – 15

The 2014/15 Financial year allocation was £6,197.
Development plans were constructed based on the very positive impact of previous years. Structures were put in place to start interventions from the first full week of the Autumn Term in order to accelerate the progress of Catch Up students.

Objective

1. To accelerate the progress of students identified for Catch Up support in numeracy and literacy, so that they achieve a level 4 or higher in the current academic year.

Background

From information relating to KS2 students, 33 were identified in the late Summer Term 2014 as being eligible for Catch Up support. 15 students were supported in Maths and 16 students in English, where 5 students required additional intervention in both areas. In addition, 8 students were supported in Personalised Learning, where 1 of these students was also supported in English.

Following the very positive impact on student progress over previous years, support was structured as additional lessons, taught by qualified specialist teachers in each subject. English was timetabled as 1 hour each week and Maths as 2 hours; this resulted in students receiving 5 hours of lessons per week in the relevant Catch Up subject.

Additional resources were used to further train and therefore increase the ability of Specialist Support and Teaching Staff to carry out subject specific diagnostic assessments. This enabled staff to target specific areas of weakness, building a be-spoke intervention programme around the learning needs of each student.

End of year Progress report:

Maths	<p>15 students entered year 7 with levels below a 4, including 2 students who entered with an N. 87% of the group (13 students) have now achieved the objective and are confidently working at level 4 or above. Parents / carers have been informed that the additional support sessions will cease, however these students will continue to be monitored and supported in class. The impact on students of celebrating this progress, has been to increase motivation and engagement in learning.</p> <p>Comparing levels of progress shows positive results for the Catch Up students in Maths:</p> <ul style="list-style-type: none">• 47% of students made up to 2 sublevels of progress
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	<ul style="list-style-type: none"> • 40% of students made up to 3 sublevels of progress • 7% of students made 3 or more sublevels of progress <p>The four students who have not achieved the objective of working at level 4, will continue with additional intervention in the next academic year. This will be sharply focused on specific areas of weakness, with additional diagnostic assessment being undertaken and progress being closely monitored.</p>
English	<p>88% of the group (14 students) have now achieved the objective and are confidently working at level 4 or above. Parents / carers have been informed that the additional support sessions will cease, however these students will continue to be monitored and supported in class. The impact on students of celebrating this progress, has been to increase motivation and engagement in learning for all students.</p> <p>Comparing distributions of levels of progress shows positive results for the Catch Up students in English:</p> <ul style="list-style-type: none"> • 74% of students made up to 2 sublevels of progress • 13% of students made 4 sublevels of progress <p>One student who has not achieved the objective of working at a secure level 4, will continue with additional intervention in the next academic year.</p>
Personalised Learning	<p>Of the 13 students working in this area, each was assessed and placed on a specific programme to best suit their needs.</p> <p>4 students focused on reading skills. Using Standardised Scores as a base-line, the average gain per student was 9.25, with all students making good progress and three achieving significant progress.</p> <p>7 students focused on spelling skills. Using Standardised Scores as a base-line, the average gain per student was 5.14. Once again all students made good progress and six made outstanding progress.</p> <p>3 students were focused on maths skills. Using Standardised Scores as a base line, the average gain per student was 4.</p>

Academic Year 2015 – 16

The 2015/16 Financial year allocation of £500 per eligible student in **year 7** is **estimated** to be £14,000.

Development plans are constructed based on the very positive impact of previous years. Structures already in place enabled interventions to start in the first full week of the Autumn Term, in order to accelerate the progress of Catch Up students.

A summer Holiday experience accessed by a number of students has also enhanced familiarity with staff and the school environment, meaning that students begin the academic year from a positive and familiar point.

Objective

1. To accelerate the progress of students identified for Catch Up support in numeracy and / or literacy, so that they achieve a level 4 or higher in the current academic year.

Background

From information relating to KS2 students, 28 have been identified in the late Summer Term as being eligible for Catch Up support. 26 students will be supported in Maths and 13 students in English, where 13 students require additional intervention in both areas. Of the total number noted above, 9 students will be given further support with literacy skills in Personalised Learning, in addition to 7 students who will be given further support with numeracy in Personalised Learning; of these students 6 will have support in both literacy and numeracy.

Following the very positive impact on student progress over previous years, support has been structured as additional lessons, taught by qualified specialist teachers in each subject. English has been timetabled as 1 hour each week and Maths as 2 hours; this results in students receiving 5 hours of lessons per week in the relevant Catch Up subject.

Additional resources have been used to further train and therefore increase the ability of Specialist Support and Teaching Staff to carry out subject specific diagnostic assessments. This will enable staff to target specific areas of weakness, building a be-spoke intervention programme around the learning needs of each student.

Progress report:

Maths:

Progress has continued to be both substantial and steady.

Following a prompt start in September 2015, students settled into their support sessions well, with clear enjoyment of the differing, active learning styles being used to reinforce and enhance skills covered in Maths lessons, whilst also ensuring that gaps in knowledge were addressed to give greater security in foundation skills.

By January 2016, two students had already achieved a secure level 4 and had therefore left the catch up group they attended.

By March 2016 there are now five students working at a level 4, once these achievements are felt to be secure by teaching staff, these students will move out of the catch-up groups, though additional support is available to all students at Activity Time.

Of the remaining students in the catch up groups, ten students are working at a level 3, whilst six students have progressed to a level 2, many of whom are approaching a level 3. Three students have particularly challenging difficulties with numeracy and whilst they are making progress, do not yet register on the criteria used for other students. They are however making progress with both skills and understanding in this subject area.

From the start of the year 27% of catch up students in Maths have achieved a secure level 4. A further 38% are close to or already achieving a level 4, which simply needs to be embedded.

English:

In English students are also enjoying their experiences and participating in the additional enrichment activities enjoyed by all our students.

By January 2016, two students had achieved a level 4 and had therefore left the catch up group they attended.

At this stage an additional student joined the catch up programme to give a working group of twelve students.

By March 2016 there are now seven students working at a level 4, two of these being at the highest level of 4a.

The remaining 5 students continue to progress well, but are currently within a level 3.

From the start of the year 64% of catch up students in English have achieved a secure level 4. The remaining 36% are close to or already achieving a level 4, which simply needs to be embedded.

As a result of this significant success, a further six students who are static at a low level 4, have been moved into the Catch up groups. This is a positive move for all concerned.

Personalised Learning:

Students focusing on both literacy and numeracy skills have worked hard but struggled to make the accelerated progress that is sought for them. Consequently a number have been further screened in order to identify and implement solutions to specific barriers to learning.

In addition students now benefit from two hours each week with specialist teaching staff, in addition to sessions each morning working on their reading and spelling skills. Students are enjoying this regularity and can already be seen as making more rapid progress than previously.

The next assessment points should provide further positive results in the summer term.