

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.

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 were identified in the late Summer Term as being eligible for Catch Up support. 26 students are 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 are given further support with literacy skills in Personalised Learning, in addition to 7 students who are given further support with numeracy in Personalised Learning; of these students 6 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 enables 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.