



Academic Year 2016/2017

Catch Up Funding: Summary

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.

Academic Year 2016 – 17

The 2016/17 Financial year allocation is a little under £13k. Development plans have been constructed based on the very positive impact of previous years. Structures are again in place to start interventions from the first full week of the Autumn Term in order to accelerate the progress of Catch Up students. The use of data to inform progress has been further developed in the light of a different assessment structure at KS2, particularly in terms of sharing this across English, Maths and Personalised Learning.

Objective

1. To accelerate the progress of students identified for Catch Up support in numeracy and literacy, so that they achieve accelerated progress to reach a more comparable situation with their peers where possible.

Background

From information relating to KS2 students, 36 were identified in the late Summer Term 2016 as being eligible for Catch Up support. 23 students are being supported in Maths and 21 students in English, where 10 students require additional intervention in both areas. In addition, 5 students are supported in Personalised Learning for numeracy skills, and 10 students for their Literacy and English skills.

The slightly higher student numbers are believed to be due to the impact of the new scoring system at KS2 tests. The understanding of these scores is likely to become more developed as the year progresses and understanding of comparable scores develops.

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. This also now includes qualified Primary teaching staff, who are delivering training to other staff and working with students who are supported in Personalised Learning.

English and Maths are scheduled as 2 hours additional support each week.

Additional resources are 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.

Summary Progress report (July 2017):

Overview	Results are positive in both Maths, English and Personalised Learning. There have been some adjustments to the numbers of students involved in the intervention work, as one student left the school and other students were given access to the additional support, as their learning needs were identified by staff.
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	<p>In English 22 students and in Maths 26 students, have been supported. 11 students are supported in both curriculum areas.</p> <p>In Maths 84.6% of students (22 students), have made expected or better progress over the year. 15.4% of students (4 students), have found the mathematical concepts covered towards the end of the year to be particularly challenging. This has reduced the overall progress score, and could indicate a particular barrier to their learning. This will be further investigated.</p> <p>In English 86.4% of students (19 students), have made expected or better progress over the year. 4.5% of students (1 student), has not yet made the expected progress. This student will now move to be supported by Personalised Learning in order to address some fundamental issues prior to rebuilding the knowledge and understanding required once some significant gaps in learning have been filled.</p> <p>In Personalised Learning all students have made at least good progress. One student no longer requires this level of intervention, whilst the needs of others will be considered when further assessments have been completed in the remaining weeks of the term.</p> <p>These results are a testimony to the success of the current intervention programmes, across all three subject areas. The team work involved in ensuring a well organised and holistic approach so that all students make at least good progress with literacy and numeracy skills; is significant. Students and staff are to be congratulated for these results.</p>
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