



Academic Year 2017/2018

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 the expected standard in reading or maths at the end of key stage 2 (KS2). This enables them to have 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.

In 2017 to 2018, funding will be allocated on the basis that the school receives the same overall amount of year 7 catch-up funding as was received in 2016 to 2017.

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 2017 – 18

The 2017/18 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. 24 students are being supported in Maths and 30 students in English. In addition, 2 students are supported in Personalised Learning for numeracy skills, and 11 students for their Literacy and English skills (This includes the 2 students supported in Numeracy).

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.

Progress Update March 2018

| | |
|-----------------|---|
| Overview | <p>In English, of the 27 students identified, 30% have made better than expected progress, and are being considered for removal from the catch up system. All other students are making expected progress. The recent initiative of a trip to a Newbury bookshop, where each student chose their own book, was particularly well received by students.</p> <p>In Maths, 29 students were identified, with 14% making better than expected progress; three students have therefore been removed from the programme. Whilst staff and students continue to work hard to embed and retain basic skills, assessment methods used in term one to provide a</p> |
|-----------------|---|

baseline are being reconsidered to avoid what is believed to be an over generous score. This has meant greater fluctuation and some dips in the rate of progress.

The attendance of two students has been the most significant limiting factor, and continues to be the focus of joint House and subject staff working.

In Personalised Learning, 1:1 work with qualified Primary teachers mean that concepts can be re-visited in creative and engaging ways. Of the ten students in the cohort, all have a focus on literacy skills with 20% focusing on mathematical skills as well.

60% of these students are making better than expected progress, with the remaining 40% making expected progress. Two students have clear and significant learning difficulties which are likely to require continued support and a be-spoke curriculum throughout their educational journey.

A positive relationship with learning and continued re-visiting of basic concepts are likely to be essential in order to sustain student engagement and confidence from students.

Fewer students have been discharged from the catch up initiative this year. This is intended to ensure that students are equipped with a greater range of independent skills in each curriculum area. Confident learners are more likely to sustain a rate of progress that is at least good, and this is the target in each area.