

# Year 7 'Catch Up' Grant

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SLATED ROW SCHOOL – UPDATED SEPTEMBER 2017

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## **What is Catch Up Grant?**

The Literacy and Numeracy Catch Up premium gives schools additional funding to support Year 7 pupils who did not achieve at least Level 4 in Reading or Maths at the end of Key Stage 2 (KS2). The Catch Up funding is designed to ensure that students who have not achieved their potential at KS2 are not disadvantaged by this. The wider aims of the catch up funding include:

- To increase social mobility
- To ensure that students from all backgrounds have an equal opportunity to be successful
- To reduce the attainment gap between the highest and lowest achieving pupils nationally

## **Slated Row Strategy**

All students at Slated Row have an Education, Health and Care Plan (EHCP), for which students receive a top-up funding which allows the school to meet the requirements on the plan. Therefore, at Slated Row we use the Catch Up fund to ensure that the quality of provision laid out in the plans is delivered in an outstanding way.

Years 6 and 7 accounts for a considerable number of pupils transferring to the school from other provisions. This transition presents a number of challenges which are likely to impact their progress. Key factors include:

- Generalising skills to a new setting – including teaching styles and reliance on adult support.
- Forging new relationships – adults and children
- New routines
- Self-Esteem and anxiety about change

Additional Teaching Assistants in Key Stage 3 classes is a key element to the success of the strategy. The aim is to ensure each pupils EHCPs are implemented and their core skills in Literacy and Numeracy developed throughout the curriculum. For the provision in Literacy and Numeracy to be outstanding, the following strategies are in place:

- Personalisation through plans
- Curriculum Leaders monitor and support the delivery of the strategies and first teaching in English and Mathematics
- School led and external training
- Appropriate environments - specialist English and Mathematics rooms
- Age appropriate resources – including ICT
- Opportunities for reading for pleasure

Since 2015/16, Key Stage 3 pupils are grouped as to how they access the curriculum; our pathways are Sensory, Structured and Scaffolded (a more traditional approach); not by year groups. Therefore there are Year 7s across all Key Stage 3 classes. To allow for ratios to best meet the pupils' needs, ratios of pupils to Teaching Assistants are set out as follows. Note: this includes time that would come from the 3 Wellbeing TAs:

- Scaffolded class = 6:1
- Sensory class = 4:1
- Structured class = 3:1

We believe in taking a holistic approach to ensure Year 7 pupils are well supported to make progress in Literacy and Numeracy. It is recognised that the strategies support more than just Year 7 pupils. The grant is used to support the approaches and specifically the additional TA support in the classrooms, as well as teacher interventions. The additional staffing costs more than the grant each year. The additional costs for the support and additional strategies are paid for through school funds.

### **Planned Expenditure 2017/18 – Allocation £11,000**

Increased TA support for Key Stage 3 classes. This will enable reduced group sizes and clearer focus on EHCP targets throughout all lessons, including Literacy & Numeracy outcomes:

- 1 additional TA (Communication TA) for Sensory & Structured classes
- 1 day English and Mathematics specialist teachers for Scaffolded Key Stage 3 classes

Further development of the library to have clear designated areas.

Develop resources for less able students through 'Books Beyond Words'.

### **Key expenditure**

2016/17 (Allocation £11,500)

- 2 additional Teaching Assistants in Key Stage 3

2015/16 (Allocation £11,500)

- 2 additional Teaching Assistants in Key Stage 3
- Development of new library area linked to redeveloped Key Stage 3 English room
- New Mathematics room, increased size, IT provisions and storage

2014/15 (Allocation £5,500)

- 1 additional Teaching Assistant in Key Stage 3
- Numicon training & resources
- Dockside reading scheme

## Pupil Progress

2016/17			Percentage of pupils who at least ...						
Cohort	Subject	Cohort size	Maintained level	1 step progress	2 steps progress	3 steps progress	4 steps progress	5 steps progress	6 steps progress
Overall	English	9	100	100	69	23	0	0	0
	Maths		100	100	69	46	31	30	15
Lower Starting Point	English	6	100	100	67	33	0	0	0
	Maths		100	100	67	33	17	0	0
Higher Starting Point	English	7	100	100	100	43	0	0	0
	Maths		100	100	100	71	43	29	0
2015/16			Percentage of pupils who at least ...						
Overall	English	23	100	100	96	57	43	26	17
	Maths		100	100	87	61	48	30	13
Lower Starting Point	English	13	100	100	92	23	0	0	0
	Maths		100	100	78	23	8	0	0
Higher Starting Point	English	10	100	100	100	100	100	60	40
	Maths		100	100	100	100	100	60	30

Green = expected progress / Yellow exceeded expected progress

### Evaluation 2016/17

In the academic year 2016/17 this approach within Key Stage 3 has meant all pupils in Year 7 made at least expected progress in English and Mathematics, 38% exceeding expectations in English and 54% exceeding in Mathematics. We feel this is outstanding progress for our Year 7 pupils.

Age appropriate resources are effectively used in Key Stage 3, although it can still be difficult to find appropriate resources for the pupils with a lower starting point. This means additional time is used to create resources for these pupils, again showing the need for additional staffing.

English was weaker than Mathematics, with writing shown to have two pupils not making expected progress when drilling deeper into the analysis spreadsheet (appendix – screen shot spreadsheet). This will differ year on year with varying cohorts, but should be a focus in 2017/18, for staff supporting Year 7s. The addition of teachers for targeted interventions should also improve this.

## **Evaluation 2016/17**

In the academic year 2015/16 this approach within Key Stage 3 has meant all pupils in Year 7 made at least expected progress in English and Mathematics and at least 87% exceeding expectations. We feel this is outstanding progress for our Year 7 pupils.

Although Maths appears to be the weaker subject, the introduction of Numicon was found to be a beneficial approach for many of the pupils and strategies and resources have been integrated into first teaching. The training and resources continue to support learning for all Year 7 pupils.

A more accessible and comfortable library has helped to foster a love of reading. This was achieved using the new environment and targeted sessions of reading for pleasure.

## Appendix

From Analysis spreadsheet for 2016/17 data, where yellow is exceeded expectations and green is met expectations:

M	N	O	P	Q	R	S	T	U	V
Y7	Starting	English	S&L	Reading	Writing	Maths*	Number	U&A	SSM
y	KS3 - Lo	1	1	1	0	1	1	1	1
y	KS3 - Lo	2	2	2	1	1	1	1	2
y	KS3 - Hi	2	2	2	2	5	4	2	8
y	KS3 - Lo	1	1	1	1	4	4	4	5
y	KS3 - Lo	2	1	4	1	2	4	1	1
y	KS3 - Lo	1	1	1	1	1	1	1	1
y	KS3 - Hi	3	2	4	3	4	4	3	4
y	KS3 - Hi	3	3	2	3	2	2	2	2
y	KS3 - Lo	1	1	1	1	1	1	1	1
y	KS3 - Hi	2	2	2	2	3	4	3	2
y	KS3 - Hi	2	2	2	1	2	3	2	2
y	KS3 - Hi	2	2	2	2	5	2	7	7
y	KS3 - Hi	3	2	2	4	3	2	3	3

From Analysis spreadsheet for 2015/16 data, where yellow is exceeded expectations and green is met expectations:

Y7	Starting pc	English	S&L	Reading	Writing	Maths*	Number	U&A	SSM
y	KS3 - Lo	2	2	2	2	3	3		3
y	KS3 - Lo	3	3	1	5	5	5		5
y	KS3 - Hi	4	5	4	4	4	4		4
y	KS3 - Hi	5	6	4	5	5	5	6	5
y	KS3 - Lo	2	2	2	2	2	3	2	1
y	KS3 - Hi	4	2	4	5	5	4	6	5
y	KS3 - Lo	2	2	2	2	2	2		2
y	KS3 - Hi	6	7	6	5	6	4	7	7
y	KS3 - Lo	1	2	1	1	2	2		2
y	KS3 - Lo	3	3	3	3	3	3		3
y	KS3 - Hi	6	6	5	6	5	5	5	5
y	KS3 - Lo	2	1	1	3	1	1	2	1
y	KS3 - Hi	5	5	5	6	6	6		7
y	KS3 - Lo	2	1	2	2	2	2	3	2
y	KS3 - Lo	3	3	3	4	3	2		4
y	KS3 - Hi	4	4	4	4	4	4		3
y	KS3 - Hi	6	3	7	7	4	5	3	5
y	KS3 - Lo	2	2	2	3	2	2	2	2
y	KS3 - Lo	2	1	2	2	2	1	2	2
y	KS3 - Lo	2	3	2	1	1	1	2	1
y	KS3 - Lo	2	2	2	1	1	1	2	1
y	KS3 - Hi	4	4	4	4	4	4	4	5
y	KS3 - Hi	6	6	6	6	6	5	6	6