

Year 7 Catch-Up Funding

Background

In 2013 the Government introduced the Year 7 Catch-Up Fund. The purpose of this is to enable all secondary schools to help support pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2).

Schools have the flexibility to identify any pupils who they feel requires additional support both in Literacy and Numeracy in order to accelerate learning and close any gaps that may have developed throughout KS2.

In the last two years our school has received around £3700 and therefore we anticipate receiving a similar amount this academic year.

Our Approach

At St. Peter's, high expectations and aspirations are integral to our ethos and we are totally committed to do the very best for our students. We strongly believe that no child should be disadvantaged. At times the school may involve students not eligible or groups of students that are identified as needing additional support in reading and/or maths to achieve the best results.

How we allocate the catch-up fund:

All pupils identified will receive targeted one to one or small group support sessions in maths and English.

Whilst the following should not be seen as a prescriptive list, dependent upon their individual needs, the identified pupils will have access to the following. This is coordinated by our SENCO and Assistant Headteacher (Progress).

- Additional Literacy support twice per week in Year 7.
- Additional Literacy and Numeracy support twice per week in Year 8.
- Group and one to one IDL support.
- Additional Numeracy Intervention, one to one TA supported.
- Group and one to one social and emotional Nurture support.
- Talking Partners Programme – speech and language development, literacy support.
- Sounds-Write Programme.
- Lego Therapy.
- Memory Fix.
- In class TA support
- Small group teaching classes in English and Maths
- TESS Support and reports

Impact 2018 2019

- Pupils identified as low prior attainment in Maths and/or English made greater gains in average points across all subjects as a percentage of their starting point than pupils identified as middle or higher prior attainment.
- Pupils identified as low prior attainment in Maths made greater gains in Maths as a percentage of their starting point than pupils identified as middle or higher prior attainment.
- Pupils identified as low prior attainment in English (Reading) made greater gains in English as a percentage of their starting point than pupils identified as middle or higher prior attainment.

The tables below show the progress made by pupils identified as low prior attainment.

Average Progress across all Subjects (Using Maths PA Banding)

Prior Attainment Band	Year 7 Baseline	Year 7 Summer	Progress Made (Average Points)	% progress made from starting point
Low	16.38	21.80	+5.42	33.1
Middle	21.87	27.38	+5.51	25.2
High	23.86	29.81	+5.95	24.9

Average Progress across all Subjects (Using English PA Banding)

Prior Attainment Band	Year 7 Baseline	Year 7 Summer	Progress Made (Average Points)	% progress made from starting point
Low	17.56	23.29	+5.73	32.6
Middle	22.13	27.73	+5.59	25.2
High	23.93	29.87	+5.94	24.8

Progress in Maths

Prior Attainment Band	Year 7 Baseline	Year 7 Summer	Progress Made (Average Points)	% progress made from starting point
Low	17.40	22.20	+4.80	27.6
Middle	26.74	29.96	+3.21	12.0
High	32.74	36.37	+3.63	11.1

Progress in English

Prior Attainment Band	Year 7 Baseline	Year 7 Summer	Progress Made (Average Points)	% progress made from starting point
Low	16.60	22.60	+6.00	36.1
Middle	26.66	30.43	+3.76	14.1
High	32.01	35.38	+3.37	10.5