



Year 7 Catch Up Report 2015-16 and Action Plan 2016-17

Allocation and Budget	
Key Priority	Expected outcomes
<p>Previously, the Government announced a Year 7 Catch-up Premium that allocated £500 for each pupil who did not achieve at least level 4 in reading and/or mathematics (maximum £500 per pupil) at Key Stage 2.</p> <p>Allocations for the financial year 2016 to 2017</p> <p>In 2016 to 2017 schools will receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census.</p>	<p>We aim to:</p> <ul style="list-style-type: none"> • Support students who have not achieved the national expected level at the end of Year 6 in literacy and numeracy • Improve motivation, engagement and confidence • Improve resilience in learning • Improve Maths SAT score • Improve GVPS and reading SAT score
Amount allocated 2015-16	£6,000 (actual)
Amount allocated 2016-17 (tbc)	£7,122 (tbc)

Monitoring and Evaluation Strategies	
Process	Lead Person
Regular monitoring and tracking of student progress	SLT Learning Leader Head of House
Analysis of progress and implementation of targeted intervention	Assistant Head Learning Leader
Annual evaluation of impact and areas for development	Assistant Head
Reports to Governing body	Assistant Head

Costs 2015 -16	
<p>Staffing</p> <p>1:1 Intervention Specialist support (e.g Spelling, Handwriting) Small group withdrawal Pass fast reading intervention Rickernory Transition support through cluster SEND coordinator</p>	£4925
<p>Resources</p> <p>GL assessments for reading NGRTA licence Scholfield & Simms Maths intervention</p>	<p>£150 £650 £275</p>

Total	£6000	
Number of students		
	2015-16	2016-17
Total number of students on roll	832	820
Identified for Catch Up	14	14*

- To be confirmed

Outcomes 2015 -16

- Reading levels in the majority of students with extra support increased by at least one and a half years
- All year 7 graduated to the next stage of intervention, for example, from Rickernory to Pass Fast or Pass Fast to Readaway
- 65% of the identified students made at least a full level of progress from their starting point in English and others made at least one sub level
- In Maths, students developed a resilience in their approach and application, as well as an increase in confidence as progress became more evident to the individuals. The students benefitted from very small group work with shared starting points, enabling embedding of mathematical skills.

Proposed Actions and allocation of funding 2016 -17

Staffing	£5,622
<ul style="list-style-type: none"> • 1:1 support • Small group withdrawal • Pass Fast and Rickernory reading intervention • Specialist support for numeracy and literacy withdrawal groups and support in lessons • Dyscalculia training to identify specific strategies 	
Resources	£1,500

