

Crawshaw Academy: Year 7 Catch-up Premium Funding Statement 2017-18

Background to the Funding

The Government has made a commitment to provide additional funding to schools for Year 7 pupils who, for one reason or another, have fallen behind expectations in their primary school (i.e. have not achieved a scaled score of 100 in the KS2 tests for 'Reading', 'GPVS' or 'Maths'). The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it

The Y7 'Catch-Up Funding' allocation for Crawshaw Academy in 2017-18 was £19,615.

Use of Funding

Intervention	Number of students	Commentary	Cost / Value for money
Additional curriculum timetabled time for Literacy intervention.	16 students	Focus on grammar and Spelling	£4,000
Individual and small group work for English and Literacy	Small group Literacy intervention during English curriculum time	Wave 2 interventions during English curriculum time using TA.	£4,400
Catch up funding also contributed proportionally to the licence costs of the Accelerated Reader programme	All	Literacy class - an additional LRC lesson using Accelerated Reader; small reading group led by TA	£4,000
Proportional Cost of Librarian to oversee, organise and participate in Buddy reading between Y7 students and Y10 students.	20	Focus on raising the literacy skills and confidence in reading of students through this peer approach	£1,000

Additional curriculum timetabled time for Numeracy intervention.	17 students Small group Numeracy intervention	Focus on identified areas of need from KS2 QLA	£2,000
Individual and small group work for maths	Small group Numeracy intervention during Maths curriculum time	Wave 2 interventions during Maths curriculum time using HLTA.	£3,600

Impact and Outcomes

- 100% of students who participated in the Numeracy interventions were above expectations by the end of the Academic Year in Maths. 76% of these students were secure in at least half of the skills that they had been assessed in with 26% secure in at least three quarters of their skills.
- 83% of Maths intervention students improved their 'Numeracy Ninja' challenge score over the year (weekly quiz on basic numeracy skills from Key Stage 2).
- 25% of Maths intervention students moved up a set in Year 8 due to their progress in Year 7.
- 84% of students with reading scores between 90 and 100 saw their reading age increase by over 1 year within Year 7 with 32% increase by over 2 years.
- Significant increase in confidence within English and Maths from students within the Literacy and Numeracy provisions alongside identified social and communication developments.
- 1 student, who was part of the additional Literacy class, moved from this provision during the year due to progress in their Literacy.

Funding Allocation

We expect the funding received for the academic year 2018-19 to be as follows:

Academic Year	Funding	Number of Students
2018-19	£19,615	41 Reading 38 Maths

Aims

Our over-arching aim in delivering literacy and numeracy provision, funded by the Year 7 Catch-Up money, is to raise the attainment of students who enter Crawshaw Academy having 'Not Achieved the Standard' in Reading, Mathematics or both as measured by the KS2 Tests, to a level where they have 'Achieved the Standard' by the end of the year. Any provision should be seen as part of the whole-school programme of intervention and

quality first teaching to raise standards.

Objectives

To narrow the gap between 'actual' and 'expected' levels of attainment by providing intensive literacy and numeracy support for those students entitled to 'Catch-Up Premium'.

- To raise individual reading ages to a level commensurate with chronological age.
- To raise the self-esteem and aspirations of students entitled to 'Catch-Up Premium'.
- To enhance existing provision.
- To identify concerns and target intervention and support to accelerate progress.
- To intervene quickly if any chosen strategy or intervention fails to show impact.

Use of the Funding

For the academic year 2018–19, following a review of the impact of the support measures outlined above, there have been further developments in the allocation of the 'Catch-Up Premium':

- The deployment of the SENCO, Assistant Principal Inclusion and Teaching Assistants to deliver small group intervention in English and / or Maths
- The deployment of the Maths HLTA to provide targeted intervention for identified students as part of the existing Maths curriculum. The intervention will focus primarily on the needs identified from question level analysis from Key Stage 2 tests and in school assessment.
- Bedrock Learning – an on-line vocabulary curriculum which teaches vocabulary explicitly, whilst encouraging reading. It focusses on teaching students the academic vocabulary they need to succeed in school.
- Hegarty Maths – an on-line Maths programme that focusses on the specific areas that have been identified for each student individually.
- To support small group spelling intervention with the SENCO for those students with Reading and GPS SATS scores between 90-95
- To support small group numeracy intervention with the SENCO for those students with Maths SATS scores between 90-95
- Deployment of Tas to support a small group of Y7 students who undertake Word Wasp – spelling and reading recovery intervention
- To support funding for IDL Literacy – multi sensory reading and spelling intervention which all students identified as requiring intervention are assigned to.

Impact of 2018-19 Funded Provision

The impact of the funding will be evaluated at the end of the academic year.