

## Statutory Statement on Year 7 Catch Up funding 2013-14 and Planning for 2014-15

### **Context:**

The Department for Education allocates additional funding (£500 per student) to schools to support literacy and numeracy for year 7 pupils who did not achieve at least level 4 in reading and/or maths at the end of key stage 2 (KS2).

Data from the October school census and provisional results from national curriculum key stage 2 assessment are used to identify those students who qualify for this additional funding.

This report summarises how the previous year's funding was spent and how we intend to spend this year's funding. Most importantly, it provides information on the outcomes of the spending and the improvements made amongst our pupils.

Birchwood High School is an 11 to 18 school with 1346 pupils in September 2013. It had a cohort of 238 pupils that joined year 7 in 2013 of which a sub-cohort of 40 pupils were identified as needing extra support in English and Maths. The school received £20,000 of funding for students entering year 7 having not achieved level 4 in English or Maths.

The school has worked to improve the progress of the students that entered sub Level 4. In 2014 the school is pleased to report:

In English at the Interim check in January Year 8 the whole cohort achieved average Level 5b/a, the 'catch up cohort' averaged Level 4b/a, making 4 sub levels of progress over the year, this is more rapid than the 'non-catch up cohort'.

In Maths at the Interim check in January Year 8 the whole cohort achieved average Level 6c, the 'catch up cohort' averaged Level 4a/5c, making 4.5 sub levels of progress over the year, this is slightly more rapid than the 'non-catch up cohort'.

	Number of Students (English)	Average Level on Entry	Average Level at January Year 8	Progress made	Number of Students (Maths)	Average Level on Entry	Average Level at January Year 8	Progress made
Whole Cohort	238	4b (28pts)	5b/a (34pts)	3 sub levels (6pts)	238	4a (29pts)	6c (37pts)	4 sub levels (8pts)
Catch up	30	3b/a (22pts)	4b/a (29pts)	4 sub levels (8pts)	26	3b (21pts)	4a/5c (30pts)	4.5 sub levels (9pts)
Non-Catch up	208	4a (29pts)	5a (35pts)	3 sub levels (6pts)	212	4a (29pts)	6c (37pts)	4 sub levels (8pts)

### **Pathway 2**

The Year 7 Catch up funding supports high staffing levels to reduce class sizes and create an extra group in each half-year in year 7 and 8. Pupils are identified before transition as working below or at Level 3 in English. These students follow a more personalised curriculum, studying more English and ICT. They are monitored closely and the objective is to help pupils develop independence and to integrate into the mainstream by the end of Year 8. Year 7 Catch up students are specifically targeted.

### **Impact**

	Number of Students (Pathway 2)	Average Level on Entry	Average Level at January Year 8	Progress made
Whole Cohort	238	4b (28pts)	5b/a (34pts)	3 sub levels (6pts)
P2	15	3b (21.6pts)	4b (27pts)	2.5 sub levels (5.4pts)
Non-P2	223	4b/a (29pts)	5b/a (34 pts)	3 sub levels (5.8 pts)

Pupils feel safe, happy and more socially competent. They are proud to have been members of the group.

**Intervention manager**

The Catch up funding has supported the part-time intervention manager who has been employed to oversee all the intervention which is taking place across faculties.

Detailed knowledge of every pupil means that interventions are matched to pupils' needs. This member of staff oversees the TLC, One to One and Pathway interventions

**Impact**

Intervention is now a coordinated exercise, with staff such as HOYs and the SENCO having access to the overview, thereby being able to make informed decisions regarding next steps for students.

**One to one tuition**

The school won't accept under-performance and has high expectations for all pupils. Support is given to pupils who need it most, the Year 7 catch up funding was used to employ a one to one tutor and teaching assistants in Math.

Frequent tracking means that literacy and numeracy interventions are put in place quickly. Teaching assistants provide in-class support, so that pupils can apply what they have learnt in mainstream lessons and some students are withdrawn for a limited period of one to one tuition.

**Impact**

Tuition has had particular benefit for pupils who have gaps in their learning from KS2

	Number of Students (One to One)	Average Level on Entry	Average Level at January Year 8	Progress made
Whole Cohort	238	4b (28pts)	5b/a (34pts)	3 sub levels (6pts)
One to One	17	3b (21pts)	4b/a (29pts)	3.5 sub levels (7.5pts)
Non-One to One	221	4b/a (29pts)	5b/a (34 pts)	2.5 sub levels (5pts)

**Paired Reading Scheme 2013-2014**

Funding was used to pay a member of staff to set up this scheme. Year 7 students were selected for the scheme on the basis of their KS2 scores for reading, with checks against writing scores and against performance in the first English assessment. Year 10 mentors were recruited from tutor groups. Year 7 students and their mentors attended two twenty minute sessions per week in the library where they read aloud to their assigned mentor. Y7 students were tested for reading age using sentence completion tests at the beginning and at the end of the scheme.

**How the scheme worked**

The whole of the Year 7 cohort sat a reading test in September 2013. Year 7 students were selected for the scheme on the basis of their performance in our reading test. We checked these against performance in the initial English assessments by our English teachers, to see whether the pupils we may have been wrongly identified by the test.

Year 10 mentors were recruited from tutor groups. The number of volunteers was lower than usual this year and so all applicants were used. We had forty four mentors (one per reader, plus a couple of spares to cover absences). Most mentors stuck with the scheme for the whole year. Year 10 attendance did fall off though, particularly in the summer term.

All students attended a twenty minute training session, where they were presented with a range of the most common problems and dilemmas that mentors face. Students discussed these and proposed solutions.

Year 7 students and their mentors attended two twenty minute sessions per week in the library where they read aloud to their assigned mentor.

Y7 students were tested for reading age using sentence completion tests at the beginning and at the end of the scheme.

**Impact**

	Number of Students (Paired Reading)	Average Reading Age on Entry in Year 7	Average Reading Age at January Year 8	Progress made
Paired Reading	37	9 yrs 4 months	10 yrs 9 months	15 months progress

The average progress made by the year 7 students was 10.9 months, with 6 students making more than double that level of progress.

**Planning for 2014-15**

In 2014-15 we intend to continue the successful approach used in the 2013-14 academic year and also introduce additional strategies for example TLC Online Tuition. TLC is a focused, online tutoring system tailored to students' needs and skill gaps that we have used successfully for older students and will introduce for students in year 7 for the first time in 2014/15