

Statutory Statement on Year Catch up funding 2014-15 and Planning for 2015-16

Context:

Year 7 Catch up funding is an initiative introduced by the Coalition Government to ensure that students that have underperformed at Key Stage 2 have the ability to have extra support in which to make the progress that should have been made in Primary school.

Birchwood High School is an 11 to 18 school with 1350 pupils. It had a cohort of 226 pupils that joined in 2014 of which a sub-cohort of 17 pupils were identified as needing extra support in English and Math. A further 8 were identified as being sub level 4 in Math and 8 in English. The school received £17,000 of funding for students entering year 7 having not achieved level 4 in English or Math.

The school has worked to improve the progress of the students that entered sub Level 4. In 2015 the school is pleased to report:

In English at the Interim check in July Year 7 the non-catch up cohort achieved average Level 5c/b , the 'catch up cohort' averaged Level 4b, making 8 points progress, 4 sub levels of progress over the year, this is more rapid than the 'non-catch up cohort'.

In Math at the Interim check in January Year 8 the whole cohort achieved average Level 5b/a, the 'catch up cohort' averaged Level 4c, making 5 points progress, 2.5 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 July Year 7 | Progress made | Number of Students (Math) | Average Level on Entry | Average Level at July Year 7 | Progress made |
|---------------------|------------------------------|------------------------|------------------------------|---------------------|---------------------------|------------------------|------------------------------|-----------------------|
| Catch up | 25 | 2a/3c (19pts) | 4c/b (26pts) | 4 sub levels (8pts) | 25 | 3c/3b (20pts) | 4c (25pts) | 2.5 sub levels (5pts) |
| Non-Catch up | 201 | 4a/5c (30pts) | 5c/b (32pts) | 1 sub levels (2pts) | 201 | 4a/5c (30pts) | 5b/5a (34pts) | 2 sub levels (4pts) |

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 | Progress made |
|----------------|--------------------------------|------------------------|----------------------|--------------------------|
| | | | Level at July Year 7 | |
| PW2 | 17 | 3c/3b (20.5pts) | 4b (27pts) | 3.25 sub levels (6.5pts) |
| | | | | |
| Non-PW2 | 218 | 4b/a (29pts) | 5c/b (32 pts) | 1.5 sub levels (3 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 Heads of Year, KS3 Coordinators, 1:1 Tutors and the SENCO having access to the overview, thereby being able to make informed decisions regarding next steps for students.

TLC Online Tuition

This tuition has been introduced for students in year 7 in 2014/15

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, part of 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.

Paired Reading

The whole of the Year 7 cohort sat a reading test in September 2014. 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. The teachers were assessing against APP assessment grids.

Year 10 mentors were recruited from tutor groups. The number of volunteers matched the number of Year 7s. And we had a reserve list of eight. Mentors and mentees were matched up on a one to one basis.

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. Using the Group Reading Test II paper, which was the preferred test of the whole school literacy coordinator.

A new development that we trialled this year was to test the students in the scheme at the mid-way mark. This was to allow us to focus more closely on the students most in need of input. At this point we removed students whose reading age exceeded 11 and whose previous reading age exceeded 10 years. The number of mentors was reduced accordingly.

Average number of months progress: **13.29**

Evaluation

Obviously the 13 months of progress in the 10 months that the scheme ran for is a satisfying result.

Planning for 2015-16

The plan for the 15-16 Academic year is to continue with the Interventions stated above. Greater focus will be placed upon detailed data to ensure we are working with the right students at the right time in order to maximise progress and ensure value for money with the interventions stated.