



# Statutory Statement on Year Catch up funding 2015-16 and Planning for 2016-17

## Context:

Year 7 Catch up funding is an initiative introduced by the Coalition Government and continued by the current 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 students. It had a cohort of 239 students that joined in 2015 (229 of which we had data for) of which a sub-cohort of 22 students were identified as needing extra support in English and Mathematics. The school received £1700 of funding for students entering year 7 having not achieved level 4 in English or Mathematics.

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 the whole cohort averaged '4a', the 'catch up cohort' averaged Level '3c/b' on entry. At the Interim check in June Year 7 the whole cohort averaged achieved average Level '5b', the 'catch up cohort' averaged '4b', making 5 sub levels of progress over the year, this is significantly more progress than the two sub levels for the whole cohort.

In Mathematics the whole cohort averaged '4a', the 'catch up cohort' averaged Level '3a' on entry. At the Interim check in June Year 7 the whole cohort achieved average Level '5c', the 'catch up cohort' averaged Level '4c', making 1 sub level of progress over the year, this was not as much progress as the whole cohort.

	Number of Students (English)	Average Level on Entry	Average Level at June Year 7	Progress made	Number of Students (Maths)	Average Level on Entry	Average Level at January Year 8	Progress made
Catch up	16	3c/b (20pts)	4b/a (28pts)	4 sub levels (8pts)	21	3a (23pts)	4c (25pts)	1 sub levels (2pts)
Non-Catch up	215	4a/5c (30pts)	5a (35pts)	3 sub levels (6pts)	208	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. Students 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 students 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	231	4b (28pts)	5b (33pts)	2.5 sub levels (5pts)
P2	16	3c (19pts)	4c/b (26pts)	3.5 sub levels (7pts)
Non-P2	215	4a (29pts)	5b (33 pts)	2.25 sub levels (4.5 pts)

Students 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 student means that interventions are matched to students' 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 and the SENCo having access to the overview, thereby being able to make informed decisions regarding next steps for students.

### TLC Online Tuition

Year 7 students are identified by the Head of Year and SENCo through the extensive transition process. A selection of students have been using the TLC programme as a method of closing the gaps they have in English and maths.

### **Impact**

The four students started with an average of 27.5 points and made progress to 32 points, an increase of 4.5 points taking them all to solid Level 5 at the End of Year 7. This was also greater progress than the non-catch up cohort at Year 7 for English.

### One-to-One tuition

The school won't accept under-performance and has high expectations for all students. The English one-to-one tutor completed a catch up program in the Summer Term with those students who needed support.

Frequent tracking means that literacy and numeracy interventions are put in place quickly. Support is given to students who need it most. Students with the greatest need are given support in class and extra organisational support in pastoral time. This has really supported these students with being able to complete home learning.

Learning Support Assistants provide in-class support, so that students 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 students who have gaps in their learning from KS2. Many students completing the One-to-One English tuition prevented falling behind with progress and sustained their forecast grade. Three students managed to move above their expected progress.

## **Paired Reading Scheme 2015-2016**

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 20- minute sessions per week in the Library where they read aloud to their assigned mentor. Year 7 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 2015. Year 7 students were selected for the scheme on the basis of their performance in our reading test. These were checked against performance in the initial English assessments by our English teachers, to see whether the students may have been wrongly identified by the test.

Two students were added later following concerns from teachers that the initial tests may have produced inaccurate results.

Year 10 mentors were recruited from tutor groups. The number of volunteers matched the number of Year 7s. Mentors and mentees were matched up on a one-to-one basis.

All students attended a 20-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 20-minute sessions per week in the library where they read aloud to their assigned mentor.

Year 7 students were tested for reading age using sentence completion tests at the beginning and at the end of the scheme. Using the NGRT new group reading test 3B.

## **Impact**

	Number of Students (Paired Reading)	Average Reading Age on Entry	Average Reading Age at January Year 8	Progress made
Paired Reading	40	9 yrs 2 months	9 yrs 8 months	6 months progress

The average progress made by the year 7 students was six months, with 11 students making more than double that level of progress.

## **Planning for 2016-17**

Based on the relative successes from 2015/16, it has been agreed that the £14,500 will be spent as follows:

- We will work with sub 100 scaled score students – 61% met 100+ and 75% achieved 95+ in all four measures so we will need to carefully target additional resources.

In order to achieve this, the following programmes will run with refinement:

- Pathway 2
- TLC
- One-to-One
- Paired reading