



Statutory Statement on Year 7 Catch Up funding – 2016-2017

Planning for Year 7 Catch Up funding – 2017-2018

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.

Prior to September 2016, the literacy and numeracy catch-up premium gave schools additional funding to support Year 7 pupils who did not achieve at least level 4 in reading and/or maths at the end of key stage 2. From September 2016, the funding is no longer directly connected to student achievement, instead schools now receive the same overall amount of Year 7 catch-up funding they received in 2015/16 but adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the January 2017 census.

Birchwood High School is an 11 to 18 school with 1350 students. It had a cohort of 230 students that joined in 2016 (215 of which we had data for) of which a sub-cohort of 34 students were identified as needing extra support in both English and Mathematics. The school received £14705 of funding during 2016-2017 for students entering year 7 who are not deemed to be confident in being able to access the secondary curriculum.

The Year 7 catch-up funding is used by Birchwood High School to:

- support learning and progress within the classroom
- fund and support targeted intervention outside of the classroom
- increase student confident in learning.

Year7 catch-up intervention strategies - In-class whole school support

1) Reading age assessments

All students are assessed early in Yr7 to ascertain reading scores. This intervention is especially pertinent considering the changes to KS2 assessment practice.

Impact – classroom teachers are made acutely aware of weaknesses in student literacy and can differentiate work accordingly to model good practice and ensure access to the curriculum

2) Learning Support Assistants

Specialised Learning Support Assistants are deployed in Yr7 classes to ensure that students are given help and guidance in literacy and numeracy. Support is deployed according to need, with information from primary school staff being an important guide for the SENDCo and Intervention Manager.

Impact – students are supported in an unfamiliar classroom setting and subject and become more confident in accessing the curriculum. Teachers and Learning Support Assistants work together to co-plan lessons and differentiate classroom resources.

3) Bedrock Learning

Bedrock Learning is an online programme where students are asked to complete a series of tasks and assessments to increase their understanding and usage of adventurous vocabulary. Sessions take place twice a week as part of the Home Learning programme.

Impact - students are introduced to Tier 2 words which they may not otherwise had access to. Breadth of vocabulary is increased, as is confidence in experimenting with and using unfamiliar words.

4) Library induction and orientation / for time reading

On entry into Yr7, students are inducted into the Library and shown how and where they are able to borrow books. They are reminded of the Book of the Week and are given opportunities to visit the Library at free time as well as in lessons. During pastoral time once a week, students are encouraged to read once a week. Form tutors are also encouraged to read alongside their tutor group, thus acting as a reading role model.

Impact – students are encouraged to read widely. They are reminded of the value in reading for pleasure. The school aims to foster a love of reading. Teachers and form tutors aim to role model good reading practice.

In-class small group support

1) Pathway

The Year 7 Catch up funding supports high staffing levels to reduce class sizes and create an extra literacy group in in year 7 and 8. Students are identified before transition as working considerably below the standardised score of 100. These students follow a more personalised curriculum, studying additional English and ICT. They are taught by a specialist literacy teacher and supported by a specialist Learning Support Assistant. They are monitored closely with the objective being to help students to develop independence and to integrate into mainstream English by the end of Year 8.

Impact

Students feel confident and safe within the routines of the small group. They foster good working relationships with both the teacher and the specialist Learning Support Assistant which encourages students to experiment with language. The smaller group numbers ensures that one-to-one support is employed regularly.

Targeted intervention

1) Paired reading scheme

The paired reading scheme remains one of most successful intervention strategies. The scheme is organised and run by an English teacher and the one-to-one English tutor and supported by the Librarians. Yr7 students are selected for the programme based on their KS2 reading scores and initial feedback from Yr7 teachers. Students are assessed – alongside the rest of Yr7 – for reading ages at the beginning of the process and then again at the end of the year. Yr10 students are employed to act as reading coaches, meeting students twice a week to support them in reading fluency and comprehension. Yr10 students are trained prior to the start of the intervention. The paired reading scheme takes place in the Library during afternoon pastoral time.

Impact - students form productive and lasting friendships with competent readers and work alongside reading role models. The regularity of the intervention mirrors primary school provision and ensures that reading aloud and for pleasure remains a key priority. Students are given an opportunity to explore a wide variety of literature. Yr10 students are supported in their leadership by members of school staff. Progress is monitored by the English teacher in charge of the initiative.

2) TLC online

TLC online offers selected students a chance to work with an online tutor in literacy and numeracy. This intervention takes place at school – in a dedicate area – and at home, where appropriate. It is designed to be a booster for those students who require literacy intervention but who remain in a mainstream class. Students are selected by recommendation from the Head of Faculty, SENDCo or Intervention Lead.

Impact – students with specific gaps in learning – but who do not meet the threshold for one-to-one provision – are given additional booster sessions to compliment English and Maths teaching in the classroom. The initiative works best when TLC online is offered at home and is supported my parents.

3) One-to-one tuition

One-to-one tuition is a highly targeted intervention strategy for those students who have considerable gaps in learning which cannot be resolved through other intervention strategies, i.e. TLC online and paired reading. Selection for one-to-one tuition is based on both tracking data and teacher recommendation. Both one-to-one tutors are qualified teachers with the English one-to-one tutor also being a trained SENDCo.

Impact – students make considerable and rapid progress through one-to-one intervention. In literacy in particular, gaps in primary school learning are eased and students become more confident in accessing the secondary English curriculum.

Future plans – intervention and projected spending for 2017-2018

As a result of continued success, we will continue with the intervention strategies above.

In addition, we will employ the following external provision to further support the work that is being done at the moment:

Leonix / Sound Training – a six week literacy intervention programme designed to have rapid results in increasing reading ages and competencies. A cohort of 20 students will form part of the first cohort. Starting and finishing points for the programme will be assessed via the WRAT4 (green) reading assessment.

Units of Sound – a teacher-led phonics programme, designed to work within the Pathway lessons. This will support the basics of reading and spelling and mirror much of the primary school provision.

Layla Price

Assistant Principal – February 2018