



Year 7 Catch-up Funding Report for Perton Middle School: September 2016

Overview

Year 7 Catch-up Funding is provided by the Department for Education and is in addition to the main school funding. The funding is for schools to spend on Year 7 students who did not reach the expected standard in Reading or Mathematics in their Key Stage 2 tests in order to improve their literacy and numeracy skills so they can succeed in Key Stage 3 and 4.

Funding: In the financial year 2015/16 the school received £11,000 as there were 22 students who did not reach level 4 in Reading or Maths.

In 2016/17 the school will receive the same overall amount of year 7 catch-up premium funding received in 2015 to 2016, adjusted to reflect the percentage change in the size of the year 7 cohort, based on the October 2016 census. This amounts to £9,762.

Objectives for Year 7 Catch-up in Perton Middle School

1. Year 7 Catch-up Funding will be used to provide additional educational support to improve the progress and raise the standard of achievement for students who did not reach the expected standard in their Key Stage 2 tests in Reading and/or Mathematics.
2. The funding will be used to increase the rate of progress for these students so they reach the expected standard in Reading and Mathematics during Year 7.

School Policy

The Executive Headteacher and Governing Body have agreed a policy for Year 7 Catch-up Funding to guide the use of funds and to ensure that it represents value for money.

Accountability

The Executive Headteacher and Senior Leadership Team will regularly and rigorously monitor, evaluate and review the strategies that are put in place and report to the Governing Body on its progress and impact.

Evaluation of the impact Year 7 Catch-up Funding at Perton Middle for 2015/16

Funding statement for 2015/16

Actions (hours per week)	Costs
1 Hour English write away together with TA	£210
3 hours of Homework support by a teacher	£4,297
4 Hours small group Maths support by a teacher	£4,263
2 Hours Staff training in Maths on how to support pupils	£250
8 Hours (in total) of Secure to Mastery support by a teacher	£256
Staff training from NLE and LA advisors	£1700
Purchase of English texts and Dictionaries	£534
Total	£11,510

This shows that the funding allocated to Year 7 Catch-up (£11,510) was greater than the amount received (£11,000).

At Perton Middle Year 7 Catch-up Funding is used to increase rates of progress in Reading and Mathematics so students quickly reach Level 4 and then move beyond it.

The table below shows all the main measures used to evaluate the impact of Year 7 Catch-up Funding.

		2014/15		2015/16	
Courses	Measures	Y6	Y7	Y6	Y7
Reading	Below Level 4	7	0	22	3
Maths	Below Level 4	4	0	21	4

The table above shows that the Year 7 Catch-up Funding had a positive impact on learning.

In Reading the number of students working below Level 4 reduced from 22 students at the start of the year to 3 students at the end. Progress in Reading was good for the vast majority (90%) of students who received additional support through the Year 7 Catch-up programme.

In Mathematics the number of students working below Level 4 reduced from 21 at the start of the year to 4 students at the end. Progress in Mathematics was good for the vast majority (88%) of students who received additional support through the Year 7 Catch-up programme.

Although both programmes – Reading and Mathematics – were effective, the approach used in Reading proved to be the most successful as all students who were 3a (high level 3) or 3b (middle level 3) in their Year 6 SATs reached Level 4 by the end of Year 7. In Maths most 3a and 3b students converted as well, although there were four students in this group who didn't. Greater monitoring of the Year 7 Catch-up in Maths will be used this year to ensure that all pupils below the expected standard and who reached a scale score between 95 and 100 reach the standard.

Note: This will be the final year the report mentions levels. Scaled scores or expected standard will be used in the 2017 report due to the changes in Year 6 assessment

Strategy for using the funding 2016/17

Members of the Senior Leadership Team will look carefully at the needs of each student and select the most appropriate intervention strategies. Our predicted strategies for the year are as follows;

Actions (Hours per week)	Planned Costs	Strategy	Strategy indicator / Reason	Impact	
				Spring 2017	Summer 2017
Providing small group work for students by Teachers	£2,864	Providing focussed teaching to improve progress and raise standards of attainment.	1	<p>English teacher working with intervention class two hours a week to focus on reading and spelling. Improvements are noticeable by all pupils in their reading and spelling ages.</p> <p>All students who took part in reading intervention with an English teacher in the Autumn term were re-tested during Spring using the 2016 KS2 reading paper. All students achieving a scaled score of 100 or more (100 being the expected score for KS2).</p> <p>The success of the Autumn and Spring reading groups has meant new groups in English have been organised for the Summer term</p> <p>In Maths, Eleven Year 7 pupils who did not pass their SAT tests last year have scored 54% or above in the latest test – deemed to be at ARE.</p>	
Providing each catch up student with a Pupil achievement Leader (PAL)	£1,432	Pupil achievement Leader (PAL) will monitor their progress and learning needs over the year whilst preventing any barriers to learning.	1	<p>Out of the five PAL pupils, four are at Age Related Expectation in Reading, Writing and Maths by the end of Spring 2017</p> <p>One student has been placed in a smaller group for English and Maths with Teaching Assistant support. The subject teacher liaises with the PAL for the one hour English intervention each week.</p>	
Purchasing materials	£500	Help raise standards particularly in reading	3	All Maths and English teachers provide the pupils with the correct equipment and replace anything which are lost. Pupils	

		and mathematics, by providing the pupils with the correct equipment to enhance their learning.		feel well prepared for lessons and learning is not disrupted by the lack of equipment. Any pupil premium pupils were provided with a tin of equipment for all Maths lessons.	
Homework club	£1,432	Support completion of activities set to a high standard and to focus on any strategies laid out with their PAL	1, 2 and 3	Non completion of homework is rare and pupils have a safe and purposeful environment to complete any tasks required of them. Detentions for homework have significantly reduced.	
Additional support in lessons	£2,864	Raise progress and achievement by using focused TA support which allows the pupil to develop confidence and complete tasks to a good standard.	1	Teaching assistant supporting Maths and English lessons by working with targeted students as led by the class teacher. Pupils are able to access previously taught Year 6 work and develop new Year 7 skills.	
Additional staff training opportunities	£900	Fully support students who are working below the expected standard in Reading and Mathematics across the whole curriculum making sure staff understand the latest initiatives to raise standards.	1 and 3	Staff training for Literacy across the curriculum and Maths across the curriculum has meant pupils understand skills more widely and can apply to other subjects. Maths challenges in tutor periods and the competitive 'Bafflers' have raised the profile of Maths in the school which all pupils are engaged. 'Drop and read' sessions across the school have meant pupils understand the importance of reading in all lessons.	
Work with EWW	£600	Use attendance clinics and parental meetings to increase attendance at school to improve number of allocated time to maths and reading.	4	Of the low attendance pupils, one is now home-schooled, one now attends another school and a pupil with the lowest attendance for last year is now 40% higher on 85%. The work with the EWW has allowed the school to work with parents more closely and for pupils to understand the importance of regular attendance.	
Total	£10,592				

This shows that the funding allocated to pupil premium students (£10,592) this academic year will be more than the amount received (£9,762). This level of funding allocation will improve each strategy indicator for catch up students even further.

Strategy indicator; All our work with catch up students will be aimed at accelerating progress, moving students to age related expectations and then beyond.

- 1- **Providing focused teaching or support to improve progress and raise standards of achievement.**
- 2- **Providing a purposeful working environment to enhance classwork or the completion of tasks which are part of the extended school day.**
- 3- **Provide equipment or resources which will enhance learning and improve progress and achievement through increased interaction.**
- 4- **Improve attendance and punctuality at school to enhance opportunity and raise progress and achievement standards.**

Measures for evaluating the impact of catch up funding in 2016/17

Strategy indicator	Focus	Impact evaluation measure
1	Providing focused teaching or support to improve progress and raise standards of achievement.	Expected progress measures and reaching the KS2 expected standard in reading and maths.
		A scaled score of 100 or more in both tests.
2	Providing a purposeful working environment to enhance classwork or the completion of tasks which are part of the extended school day	90% or above attendance at homework club
		No detentions for missed homework
		Progress and attainment increase in English and Maths.
3	Provide equipment or resources which will enhance learning and improve progress and achievement through increased interaction	Attendance at school is 90% or better, or at least showing an improvement after Autumn 2.
		All of Strategy indicator 1
4	Improve attendance and punctuality at school to enhance opportunity and raise progress and achievement standards	Attendance at school is 90% or better, or at least showing an improvement after Autumn 2.
		Average attendance each term is above 90%
		No fixed term, repeat, or permanent exclusions.
		Punctuality is at 98% or better, or at least shows an improving trend each term.