

Use of Year 7 catch-up funding 2017-18

National Context:

The DFE provides additional funding to schools for each Year 7 pupil who has not achieved the expected standard in reading and/or maths at Key Stage 2. All state-funded schools receive an additional £500 (maximum) for each Year 7 pupil who had not achieved the expected standard in reading and/or maths at Key Stage 2. In 2017-18, we will receive the similar overall amount of Year 7 catch-up premium funding as we received in 2016 to 2017. It will be adjusted to reflect the percentage change in the size of our Year 7 cohort, based on the October 2017 census.

At Biggleswade Academy:

The Bedfordshire 3-tier system, and our 2-13 Academy 'through-school' system, does not fit this governmental model of funding, as our 'middle school' provision has extremely effective systems in place to ensure that any pupils underachieving in Key Stage 2 make the expected overall progress by the end of Year 8, and in fact our Year 8 attainment in English (Reading and Writing) and Maths at the end of Year 8 is consistently in line with the national expectation for Year 9. This demonstrates that well embedded strategies are consistently used to good effect and therefore much of this well established practice has been continued into our 2-13 model and is now further supported by this project.

However, we do also recognise that children who have not reached the expected standard at the end of Year 6 need support with their transition into Year 7, in order to ensure that they diminish the difference in their learning and address the gaps in knowledge. For that reason, for the year 2017-18 we have allocated our use of the Year 7 catch-up premium as follows:

Total income for this year (subject to change)= £5,000

Intervention	Activities	Impact	Cost
Once a week, a specialist English teacher runs 2 30-minute sessions with small,	Children practice and double-check strategies for spelling key words from Years 5&6.	Children can spell and use in context, a core group of words that equip them for effective writing in both fiction and non-fiction.	2 sessions a week at a cost of £29.25 a session and a total of 82 sessions

targeted groups of pupils.	<p>Children ensure their handwriting is legible and fluid - they can write well at speed.</p> <p>Children are pre-taught upcoming information for Year 7 English lessons in order to build their confidence and understanding before they come across it in lessons.</p>	<p>Children's handwriting is not a barrier to the quality of their work and they are able to produce a volume of work which is appropriate to meeting the outcomes of the lesson.</p> <p>Children have an element of understanding about an upcoming topic and feel more confident and ready to engage with it.</p>	over the course of the school year = £2,398.50
Once a week, a specialist Maths teacher runs 2 30-minute sessions with small, targeted groups of pupils.	<p>Children examine and have additional practice of key methods to solve questions to do with the four operations (adding, subtracting, multiplying & dividing).</p> <p>Children focus on have a good fluency in mathematical facts, particularly in the areas of times tables and equivalences.</p> <p>Children are pre-taught lesson content for upcoming lessons in their Year 7 maths classes.</p>	<p>Children have a confident grasp of using the four operations and can consider methods that are appropriate, to ensure lesson time is used for learning as much as possible.</p> <p>Children's core numeracy is improved - leaving them more time to focus on understanding concepts and new ideas in KS3 teaching.</p> <p>Children have an element of understanding about an upcoming topic and feel more confident and ready to engage with it.</p>	2 sessions a week at a cost of £29.25 a session and a total of 82 sessions over the course of the school year = £2,398.50

Impact of 2016-17 Year 7 catch-up funding:

- For Reading and Writing, children who had not achieved the expected standard were 'caught-up' on embedding specific concepts, such as being able to answer more complex reading inference questions and write in clear, demarcated clauses.
- For Reading and Writing, children who had not achieved the expected standard children focused on learning specific spellings that they had not mastered the year before and applied them consistently in their writing.
- For Reading and Writing, all of the children who had been working well below the expected standard in Year 6 finished Year 7 working towards the expected standard for that year group.
- For Maths children who had not achieved the expected standard were taught by specialist, experienced maths teachers.

- For Maths, children also had interventions, once a week using the app 'Doodle Maths'. This allowed them to work through a personalised learning programme that addressed gaps in learning from Year 6.
- For Maths, all of the children who had been working well below the expected standard in Year 6 finished Year 7 working towards the expected standard for that year group, with one child achieving the expected standard of Year 7.