

Use of Year 7 catch-up funding 2018-19

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 2018-19, we will receive the similar overall amount of Year 7 catch-up premium funding as we received in 2017 to 2018. It will be adjusted to reflect the percentage change in the size of our Year 7 cohort, based on the October 2018 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 2018-19 we have allocated our use of the Year 7 catch-up premium as follows:

Total income for this year (subject to change) = £6,500.00

Intervention	What does this involve?	Impact	Cost
Associate Principal runs specialist, termly professional discussion with Key Stage Three (KS3) teachers through the use of Pupil Conferences.	Children who are eligible for the Y7 catch-up fund in Years 7 and who are in Year 8 are identified and discussed, with staff using their class trackers to share what good practice they are using to diminish differences in learning.	<ul style="list-style-type: none"> - Staff are aware of who are the pupils are and the need to close gaps in their learning. - Staff share strategies that are working and the Academy's Senior Leadership Team (SLT) provide support, where 	Costed into part of CPD training.

		necessary, to staff.	
Star Maths and Star Reading Tests.	Pupils complete regular computer adaptive assessments that use a large statistical sample to accurately show where a pupils' latest attainment and progress is. These are regularly reviewed by class teachers, Subject and Progress Leaders and by SLT and responsive interventions added as appropriate.	<ul style="list-style-type: none"> - Staff have inset time to review the results; the tests give specific advice to teachers as to what gaps there are in the pupils' learning and suggests ideas and strategies for closing them. - Enables all staff to see, very specifically, where Y7 and Y8 'catch-up' pupils are and intervene as appropriate. 	Part of contribution towards these costs (costed from other areas too): £2,500
Y7 and Y8 teachers periodically use the times table 'Flurrrish' app to monitor pupils' recall and fluency with using times tables.	Y7 catch-up pupils take part in a weekly times table session (during assembly time) which allows them the chance to practise their times table knowledge.	<ul style="list-style-type: none"> - Year 7 pupils involve keep times tables in their working memory as much possible - leaving more time to process and consolidate, new parts of learning. - Results are monitored by class and subject teachers to provide additional intervention, where necessary. 	Already costed as part of Academy budget.
Investment in new KS3 class reading books.	Subject and Assistant Subject Leader for English choose some new class sets of KS3 books to use for teaching.	<ul style="list-style-type: none"> - Books are picked to engage 'reluctant readers' and increase engagement (i.e. Hunger Games). - Selection process takes into consideration - Y7 & Y8 'catch-up' pupils get to read texts that both challenge and interest them. 	Part of contribution towards these costs (costed from other areas too): £1,000
Reviewing existing maths Schemes of Work to include more 'Maths Mastery'.	<p>In Year 7 and Year 8, money is invested in different maths equipment (tactile, or 'concrete' resources) that support low-attaining pupils by allowing them opportunities to visualise and explore different mathematical concepts.</p> <p>The Subject and Assistant Subject Leader for maths support KS3 staff in embedding the principles of a 'Mastery Curriculum'.</p>	<ul style="list-style-type: none"> - The use of 'concrete' resources means that when lower-attaining pupils have to apply their knowledge, they are more-able to make that connection and show their learning. - Pupils are encouraged, through mastery, to explore different ways of working questions out and develop strategies they like to use to help check their answers. - KS3 teaching staff are frequently shown and supported in understanding the expectations at the end of Year 6 and how these can be 	<p>Cover costs to ensure Subject and Assistant Subject Leader can observe outcomes: £500.</p> <p>Money towards 'concrete' resources in Key Stage 3 maths: £250</p>

		revisited and strengthened in KS3.	
Reviewing existing English Schemes of Work in Year 7 and 8 to promote a 'Reading for Mastery' curriculum.	Assistant Subject Lead for English to review KS3 curriculum to ensure elements of the 'Reading for Mastery' scheme that are used in Key Stage 1 and 2 are continued into Key Stage 3.	<ul style="list-style-type: none"> - A big emphasis is placed on vocabulary - pupils explore and 'RESCUE' words, which allows lower attaining pupils to be able to access texts that they might otherwise find difficult. - Opportunities are given, through careful planning, to revisit some key Year 6 skills that all may not have achieved. 	Cover costs to ensure Subject and Assistant Subject Leader can observe outcomes: £500.

NB By its nature, the spending and allocation of the funding can change throughout the year, hence not all the money has been utilised at this time. This policy will be updated later in the year, showing how the rest of the fund has been used.

Impact of 2017-18 Year 7 catch-up funding:

- As a cohort, including those who were allocated the funding, we diminished the difference in both reading and maths between the end of Key Stage 2 (Year 6) and our pupils leaving at the end of Year 8. For example, our average scaled score in Year 6 Maths was 99.6, whereas through the use of external tests, this had increased to 102.3 by the end of Year 8. In Reading, the use of external tests indicates that low achievers closed gaps between those and their peers, with many more pupils in Year 8 either 'Working Towards the Expected Standard' or 'Working at the Expected Standard'.
- Specifically, of those who were identified in Year 8 as being eligible for Year 7 catch-up funding, 33% of them were judged to be working at the Expected Standard by the time they left, whilst for maths, this figure was 34%. A large part of the interventions noted above have been amended or created in response to SLT evaluation to determine how gaps can continue to be closed in learning for the current Year 7 and Year 8.