



## **Year 7 Catch-Up Report 2018-19**

The Year 7 Catch-Up Fund was introduced by the government in 2013. Its intention was to enable all secondary schools to help support pupils who did not achieve at least Level 4 in the Key Stage 2 National Curriculum (SATS) tests in Reading and/or Mathematics and to help them 'catch-up' with their peers.

However, after recent changes to the way that achievement is reported at the end of Key stage 2 (standardised score as opposed to a level), schools now receive funding on the basis that they will receive the same overall amount that they received the year before. In the future it will be adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2018 census.

### **2017-18 Allocation**

The school's Year 7 Catch Up funding allocation for the year 2017-18 was £11, 358

### **The rationale behind the support on offer**

In the DfE document 'Literacy and numeracy catch-up strategies' published in November 2017, the report states:-

*'Writing interventions appear to show consistently good results. ... Reading comprehension interventions generally have a positive effect on pupils' attitudes towards reading; computer-based interventions appear effective, and some one-to-one methods have substantial positive results on pupils' literacy progress.' And that, with regards numeracy actions, 'there is promising evidence from interventions trialled at primary schools which could be applicable to older low-attaining pupils, including one-to-one and group programmes.'*

### **Support Provided at St Edmund Arrowsmith Catholic High School**

At SEA students KS2 test scores, (and, in the case of literacy, on-line reading tests and KS2 teacher assessments) are used to identify pupils whose rate of progress needs to catch up with their peers. Support and intervention is provided in the following ways.

A parents' meeting is held at the start of Year 7 to explain the support on offer, demonstrate the computer programmes that are used and appeal for parental support in ensuring students access the programmes at home. An update and reminder of the programmes is issued to parents in the spring term.

Students attend/have access to:

- extra literacy and/or numeracy support lessons in small groups (3 of each per fortnight)
- and/or sessions using IDL – an on-line literacy support programme
- and/or sessions using SYMPHONY maths – an on-line numeracy programme

Some students might also be involved in the Better Reading or Paired Maths Schemes for which students are paired with an older pupil mentor. These sessions run once or twice per week.

Finally in-class TA support is also regularly available in English and Maths lessons.

Students can switch to the different levels of support available within the system if they are deemed to have made sufficient progress and would be lightly monitored to ensure that good progress continued to be made.

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## **Spending of the Allocation**

Funding Allocation contributes to provision of 2 HLTA and a Level 3 TA to deliver intervention sessions. It partly funds access to the on-line literacy and numeracy support programmes and is used for literacy and numeracy support initiatives organised by the school librarian and literacy and numeracy support team.

## **Measuring Progress**

Students' progress is measured at several times during the year via IDL and Symphony on-line tests. (N.B. Because Symphony is an American based system, it does not provide as finite an indicator of numeracy age as IDL, however it is still an effective measure of general progress being made.)

Reading and numeracy ages are tested in September, March and at the end of the year – following guidelines that there should be approximately 6 months between testing points to allow progress to be made.

Teachers of the literacy and numeracy support classes, monitor skills acquisition by assessing the work done in the students' books and files. The progress made by the students is discussed with their English and Maths teachers at data collection points and this discussion helps the students' subject teachers to decide at which SEA level each student is performing.

## **Impact and Progress**

The impact of these strategies will be measured at the end of the 2018-19 academic year and added to this report.

### **Progress of Y7 pupils who accessed numeracy intervention:**

- 20 pupils were identified as not having made expected progress in maths/numeracy at KS2.
- In Y7 one pupil 'graduated' from all forms of support and moved up 2 sets in his maths group. Two pupils moved from having their maths lessons in transition into mainstream taught classes.
  
- 1 pupil made 0 sub levels of progress in maths
- 2 pupils made 1 sub levels of progress in maths
- 12 pupils made 2 sub levels of progress in maths
- 3 pupils made 3 sub levels of progress in maths
- 2 pupils made 5 sub levels of progress in maths (although a baseline of B was very low)

### **Progress of pupils who accessed literacy intervention:**

- 28 pupils were identified as not having made expected progress in English/literacy atKS2:
- 13 pupils followed the IDL on-line programme.
- 4 of these graduated to the literacy support programme.
- 13 pupils followed the literacy support programme.
- 4 students progressed from the Transition English class to the mainstream English class with literacy support (3 of these initially accessed IDL on-line support)
  
- Most pupils made progress in English/literacy.
- 1 pupil made 3 sub SEA levels progress in English/literacy.
- 14 pupils made 2 sub SEA levels progress in English/literacy.
- 11 students made 1 sub SEA level progress in English/literacy.
- 2 pupils made no progress. (1 of these was a poor attender. The other made progress on some modules, but not overall.)
- 7 students who accessed literacy support also took part in the Better Reading Scheme.
- 5 students who accessed IDL on-line support also took part in the Better Reading Scheme.