



**Caldew School**  
**Year 7 Catch Up Funding 2016-2017**

The Year 7 Catch Up Funding is a government initiative designed to target resources on those students who have not met expectations in the Key Stage 2 tests in English and Maths. Previously, the Department for Education (DfE) provided us with an additional £500 for each student below Level 4 in reading and maths so that we could deliver extra support to help these students to ‘catch up’. Last year we received £17500 in Catch Up funding. For 2016-2017, this has changed in that the funding allocation is comparable to last year, rather than being based on the specific number of students below expectations so it will remain at approximately £17500. Students’ progress is monitored carefully to ensure that the Catch up programme is having an impact. The details of how the school plans to use this funding to support our students and boost their English and Maths levels are outlined below.

The Year 7 Catch Up strategy will be reviewed fully to evaluate its impact and to inform planning for September 2017, but ongoing monitoring will take place as part of our ongoing strategic self-evaluation.

**Key Stage 2: Proportion of Students Meeting Expectations**

	Reading	Grammar, Punctuation & Spelling	Maths	Writing (TA)	Secondary Ready
National Average	66%	72%	70%	74%	53%
Y7	59.14%	57%	62.90%	60.75%	44.9%
Difference	-6.86%	-15%	-7.1%	-13.25%	-8.1%

Objective (From School Action Plan)	Strategies	Rationale	Intended Impact
Develop students’ literacy through reading	-Paired reading during registration -6 <sup>th</sup> Form Reading Champions -Book Buzz -Develop and share	“Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career” (DfE: <i>Reading: The Next Steps, March 2015</i> ) Literacy testing in school shows that a significant proportion of students have a reading age more than 12	Improved reading ages, narrowing the gap towards chronological ages Students will achieve in line with targets across the curriculum

	strategies for teaching reading through TeachBrief	months below their actual age on entry to Caldew. KS2 data shows that less than 60% of Year 7s met KS2 expectations for reading	
Review literacy and numeracy intervention programmes	<ul style="list-style-type: none"> <li>-Revise and resource KS3 additional literacy curriculum to increase challenge for all</li> <li>-Extend range of resources to support effective teaching</li> <li>-HLTAs in Maths and English: withdrawal groups and in class support</li> <li>-Pet-Xi Catch Up programme</li> <li>-Use KS2 question level analysis to explore performance in each strand, informing intervention groupings, content and wider curriculum</li> </ul>	For secondary schools, QLA can support managing transition from primary school, giving teachers detailed information on their incoming Year 7 cohort's strengths and weaknesses in each area of the curriculum covered by the tests. <i>(RaiseOnline, FAQs, August 2016)</i>	Students will achieve in line with targets in English and Maths
Increase impact of Y7 catch-up interventions and introduce greater tracking to assess impact through subsequent years	<ul style="list-style-type: none"> <li>-Surplus staffing used to deliver specialist intervention to Catch Up cohort</li> <li>-Cohort identified as subgroup on SISRA to monitor progress</li> <li>-Monitor the impact of interventions through literacy and numeracy age testing, English and</li> </ul>	"The most successful schools emphasised that there was no 'eureka' moment, that is to say, specific or unusual practice. Rather, they made what one school described as 'painstaking adjustments' to what they did when their monitoring provided evidence of weaknesses and they stuck with what worked." <i>(Removing Barriers to Literacy, Ofsted, 2011)</i>	Autumn 1 retesting will show that an increased proportion of students now meet the level of KS2 expectations Subsequent tracking will show progress in line with targets

	<p>Maths levels and a KS2-style test in Autumn 2016 to trial retesting to be introduced formally in 2017</p>		
<p>Student leadership expanded by developing the role of prefects, while embedding Peer Tutoring in Literacy and Numeracy</p>	<ul style="list-style-type: none"> <li>-Maths Champions</li> <li>-Paired Reading in Registration</li> <li>-6<sup>th</sup> Form Reading Champions</li> <li>-SPaG based Word of the Week activities</li> </ul>	<p>Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains. <i>(Peer Tutoring: EEF Toolkit, August 2016)</i></p>	<p>Students' literacy and numeracy ages will improve, narrowing the gap between chronological age. Students will achieve in line with targets in English and Maths</p>