



SAXMUNDHAM FREE SCHOOL

"Providing a foundation for life"

YEAR 7 CATCH-UP FUNDING REPORT TO PARENTS / CARERS

Date of Report:	16 January 2015
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What is Year 7 Catch-Up Funding?

The literacy and numeracy catch-up premium provides schools with an additional £500 for each Year 7 Student who did not achieve at least level 4 in reading and / or maths at the end of Key Stage 2.

It is provided to all state-funded schools with a Year 7 cohort, including special schools, alternative provision (AP) settings and pupil referral units (PRUs).

Saxmundham Free School is eligible for Year 7 Catch-Up Funding. We opened in September 2012 and received our first Year 7 Catch-Up Funding in February 2013.

Leadership of Year 7 Catch-Up Funding in School:

The Deputy Headteacher (Pastoral), Mrs Swan, is also the Inclusion Leader (SENCO) for the school. Mrs Swan is the member of the Senior Leadership Team responsible for the impact of the Year 7 Catch-Up Funding. A member of the governing body, Mr Bruce, is the governor responsible for monitoring the impact of the Year 7 Catch-Up funding from a governance perspective.

Allocation of Year 7 Catch-Up Funding 2013-14:

Our total Year 7 Catch-Up Funding for 2013-14 was £9,000 and the expected funding for 2014-15 is £5,500.

Funding was used to support students who have achieved below a Level 4 in their Key Stage 2 SATs through one-to-one catch-up tuition with a qualified teacher in both English and mathematics. Students received individual tuition each week for 30 minutes offering both input and strategies to be used throughout other literacy lessons. The same cohort of students was targeted for intervention using the Lexia programme to develop literacy skills.

Students were supported through high quality in-class support from Higher Level Teaching

Assistants (HLTAs) in both mathematics and English. The HLTAs provided support to enable students to overcome the barrier of low level literacy and numeracy in lessons and supported this input with small group tuition, focusing on self-efficacy skills in numeracy and literacy. The HLTA Literacy monitored and facilitated students' access to the Lexia programme, which took place each day for 30 minutes. The HLTA Numeracy led daily support with fifteen minute sessions for students in receipt of catch-up funding, with key numeracy skills, including multiplication strategies and addition or subtraction.

Impact of the Funding:

Students in receipt of catch-up funding made good progress in English with 68% of low ability students on course to make three levels of progress (expected progress) between Key Stage 2 and the end of Key Stage 3, compared to a national figure of 69%. 36% of low ability students made above expected progress and are on course to make four levels of progress, compared to a national figure of 30%.

In mathematics, students in receipt of catch-up funding made outstanding progress with 82% of low ability students on course to make expected progress (three national curriculum levels) by the end of Key Stage 3, compared to a national figure of 70%. 73% of students who achieved below a level 4 at the end of Key Stage 2 were on course to make above expected progress by the end of Key Stage 3 (above expected progress), compared to a national figure of 32%.

Summary of intended spending 2014-15:

Our focus for the future allocation of catch-up funding will be ensuring more students are enabled to achieve four levels of progress between the end of Key Stage 2 and the end of Key Stage 3 in English. We intend to use funding to pay for an experienced member of the English subject area to spend an additional day in school focusing on key literacy skills with students. This member of staff will develop students' speaking and listening skills using the medium of the *English Speaking Board* examinations. English skills lessons will be run weekly, providing students in receipt of catch-up funding an hour per week of small group tuition focusing on basic literacy skills. There will be additional support on a one-to-one basis provided on a rotation improving the feedback provided to students on their extended writing skills. Students will also continue to be monitored and supported using the Lexia intervention programme.

To support students who achieved below level 4 in mathematics at the end of Key Stage 2, we will fund access to the *Dynamo Maths* programme, led by a HLTA Numeracy. This programme provides a detailed diagnostic of a student's mathematical needs and a structured programme of intervention to address these needs. This will be supported by daily numeracy intervention groups teaching foundation skills such as multiplication and division. Students will be provided with work to complete at home and during break and lunchtimes, using a variety of computer based programmes, including *Times Tables Rockstars* and *Maths Watch*.