

Date of Report:	October 2016 – Revised and updated January 2017
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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 mathematics at the end of Key Stage 2 (2015/16). Allocations for 2016/17 will be the same as 2015/16, adjusted to reflect the change in the size of the year 7 cohort.

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 April 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. Mrs Nicholson and Mr Bruce as Trustees are responsible for monitoring the impact of the Year 7 Catch-Up funding from a Trust Board perspective.

Allocation of Year 7 Catch-Up Funding 2015-16:

Our total Year 7 Catch-Up Funding for 2015-16 was £10,000.

Funding was used to support Year 7 students who have achieved below a Level 4 in their Key Stage 2 SATs.

We allocated funding to the following areas:

- One-to-one catch-up tuition with a qualified Higher Level Teaching Assistant 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. This totalled £3,779.50.
- 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.

- HLTAs worked closely within their subject specialisms of English and mathematics planning with the subject teachers to ensure that the students' needs were met in the planning and differentiation that took place within the lesson. The HLTAs were able to guide the teachers' planning based on ongoing regular analysis of the English and mathematics intervention programmes.
- The HLTA Literacy monitored and facilitated students' access to the Lexia programme, which took place each day for 20 minutes. Funding was used to ensure that there were annual subscriptions for each student, that the Lexia programme was installed on a dedicated suite of computers and that each student had their own set of headphones to access the programme. This totalled £5,350.
- The HLTA Numeracy led individual and small group support for students in receipt of catch-up funding, with key numeracy skills, including multiplication strategies (*Rock 'n' Roll Times tables*) and addition or subtraction using the *MyMaths* computer programme. Students were able to access the programme at home to continue the intervention; this was monitored and analysed by the HLTA Numeracy, through leadership by the Subject Lead for mathematics and numeracy. Students without access to the internet at home were provided with a CD Rom of the programme. This totalled £2,750.

Impact of the Funding:

By the end of the academic year, 2015 2016; 83% of the students in receipt of Catch-up funding were working within their target in English to achieve at least expected progress at the end of Key Stage 4.

Within mathematics, 58% of students in receipt of Catch-up funding were working within their target in English to achieve at least expected progress by the end of Key Stage 4.

End of year data suggests that the additional intervention in English was having a more profound impact than in mathematics. Therefore it is vital that a suitably similar programme of intervention is required for mathematics next year.

Summary of intended spending 2016-17:

Our total Year 7 Catch-Up Funding for 2016-17 is expected to be £11,000.

We have allocated for the following areas:

- One-to-one catch-up tuition with a qualified Higher Level Teaching Assistant in both English and mathematics. Students will receive 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 will continue to be supported through high quality in-class support from Higher Level Teaching Assistants (HLTAs) in both mathematics and English. The HLTAs provide 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 mathematics will be running small group and individual sessions each morning addressing key areas of foundation numeracy skills, including multiplication. The MyMaths programme will be used to support the tuition so that students can extend their learning independently.
- In-class support from the HLTA Literacy, we intend to use funding to pay for training of the HLTA English to deliver, monitor and analyse the impact of the Ruth Miskin, Read, Write Inc literacy intervention programme.
- The HLTA English will liaise with the Subject Leader for English to share any specific areas that require additional input in the English and Literacy lessons.
- The HLTA English will also work with students both individually and in small groups to improve students' reading skills through the Totem Reading series. The Totem Reading series (leading to the Talisman Reading series) focuses on the 'Letters and Sounds' essential phonics foundation that a Catch up reader will need in order to progress. Students will be given a Reading Record which is monitored throughout the week by staff from the Inclusion Team, under the supervision and guidance of the HLTA English. Additional reading support will be led by Peer Mentors in Year 9, who have received training from the HLTA Literacy using the Totem / Talisman scheme. This will be consolidated by the HLTAs within catch-up sessions.