

### **GAA Year 7 Catch-up Premium**

Catch up funding is an additional grant awarded by the DfE to schools so that they can accelerate the progress of students who arrive in Year 7 with prior attainment data below expected levels in English reading and/or Maths.

In 2018-19 we have 77 students who fell into this category in English and 76 in Maths. Our evaluation of 2017-18 (96 in English and 80 in Maths) was that our model was more successful in English than Maths so we have altered staffing to replicate the model in both for 2018-19.

Year	Amount
2016-17	34500
2017-18	34500
2018-19	32191

### **Year 7 Catch-up Spend 2018-19**

The main strategic spend for this funding is for the staffing for the Foundation curriculum delivery model which means we create two smaller specific transitional classes where the focus is on literacy, numeracy and basic skills with predominantly one specialist teacher.

Additional expenditure:

- Reading Pens and associated support, overlap with SEND
- Wider E-block withdrawal and support
- Lexia pilot
- "Sports Science" – additional maths, (all in Y7)
- Physical intervention mid-day to break up any didactic learning or fatigue
- Literacy Club

There are many benefits for our students in engaging with some of our inclusion interventions and they include:

- Motivating and engaging students across the whole curriculum
- Fostering independence
- Encouraging students to build positive peer relationships to support each other in learning
- Developing confidence
- Closing the gap in attainment between disadvantaged and non-disadvantaged students

### **Impact of funding decisions:**

We have a strong belief that quality first teaching is the priority to support students to improve their skills. Emphasis is placed on improving and investing in teaching and learning to ensure students get taught by a quality teacher. Withdrawals for intervention/catch up are carried out for identified students outside of lesson time.

Many of our catch-up funded students are taught in our Foundation delivery model and this has had several points of impact.

- Students taught in Fn gain fewer behaviour points and more rewards points than others

- Associated barriers, eg social needs are more securely met where there are fewer relationships required
- Transition for some vulnerable students academically has been more secure for current Y7 and 8 as a result of this model; in fact in 2018-19 we implemented a temporary “Fn” model for a small group in Y9 to mirror this, a provision they missed out, to try and provide “catch up” support in all areas including social for them

The table below shows a summary of the Y7 catch-up cohort progress.

Starting Year	Focus Group	Cohort Size	1S+ Christmas Y7	1S+ Easter Y7	1S+ Summer Y7
2018/19	CatchUp Eng 80-99	77	32	50	
2018/19	CatchUp Eng 80-89	17	1	8	
2018/19	CatchUp Eng 90-99	60	31	42	
2018/19	CatchUp Ma 80-99	76	40	42	
2018/19	CatchUp Ma 80-89	18	3	3	
2018/19	CatchUp Ma 90-99	58	37	39	
2017/18	CatchUp Eng 80-99	96	56	59	71
2017/18	CatchUp Eng 80-89	29	4	5	11
2017/18	CatchUp Eng 90-99	67	56	54	60
2017/18	CatchUp Ma 80-99	80	28	39	34
2017/18	CatchUp Ma 80-89	25	0	2	4
2017/18	CatchUp Ma 90-99	55	28	37	30

This indicates that in 2017-18 catching up was more successful in English than Maths in general, with those in the 90-99 starting pool naturally more likely to catch up in both. This year there is less discrepancy between the two subjects, but there remains challenge for those in the 80-89 starting pool; those who have further to travel. Essentially, this cohort were further away from the 1S figure that benchmarks “caught up”.

Planning for 2019-20 assumes similar proportions and maintains the Fn delivery model now that Maths provision is more secure. A review will take place of interventions for the least able as this area is where progress needs most to accelerate (please note this does not mean this group do not make progress, just that by definition they have further to travel).

#### **Staff Training:**

The strength of the Fn delivery model in terms of classroom engagement is developed through the role of 1 member of the team in the T&L team, training others, especially those who teach this cohort.

A Fn MoS tracks students in “external” lessons to keep continuity and provide informal modelling and support for teaching staff, also attached to Maths dept to support T&L

#### **Additional Literacy/Numeracy approaches:**

The form time delivery model builds in Literacy in particular for all students, with grammar and vocab expansion a weekly activity, but in summer 2019 there are numeracy aspects built into the resources also.