

Year 7 Catch-up Funding
Annual Summary 2019/20

The catch up funding is additional funding that should be used to support students who did not manage to meet the expected standard in reading and maths at the end of KS2 Year 6 (scaled score below 100). It is up to schools to decide how this money should be spent as they are best placed to assess the additional provision that is necessary for students in their school as they are aware of their backgrounds, needs and experiences.

BGHS Catch-up Funding Objectives:

- 1) To raise the literacy and numeracy levels to the expected standard for all Year 7 students who did not achieve this in their KS2 SATs.
- 2) To improve student confidence and engagement in maths and Literacy and develop a love of learning.
- 3) To develop vocabulary in line with the whole school literacy focus.

Allocation for 2019/20: £27,564

	2019-2020 (SATs)	2020-2021 (CAT4)
% Not making expected progress in English	73 students below 100 scaled score. 2 students with no data.	64 students below 100 scaled score. 5 students with no data.
% Not making expected progress in Maths	52 students below 100 scaled score. 2 students with no data.	86 students below 100 scaled score. 5 students with no data.

2019/20 Impact

Summer School:

We ran a Summer School at the end of August, inviting students who were due to come into Y7. English and maths teachers planned and led the focused intervention sessions. There was also HLTA support as well as drop in sessions from the SEND team and Year 7 nurture teacher so that support could be put in place and issues addressed before the start of term. Trainee primary and secondary teachers were also involved with support so the ratio was 1:5 with the subject specialist leading the whole class sessions. English and maths wall displays were created displaying the students' work so it was made high profile within the school. Notes about areas of strength and areas to address were also collated and passed onto the teachers to ease transition and promote progress in September.

The parents of a Year 7 student asked for this to be noted, "It made a huge difference in her attitude towards coming to school and meant that she was actually looking forward to coming."

18 students attended the Summer School for maths and 23 for English.

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In Year 7:

In English, staffing is used to create smaller class sizes and therefore better enable support for students who are not yet at the expected standard. To help to widen students' cultural capital, a pantomime visit is organised for these students, which is linked to the Catch-up Scheme of Learning in Year 7.

We continue to build on the successes of increased specialist staffing in English and maths who have been deployed to improve outcomes and this additional teaching time was allocated to those who scored below 100 in English and maths. Summer progress tests in English demonstrated 84% of students that were deemed not at the expected standard at the start of the academic year for English, met or exceeded targets.

All the students who participated in our reading programme increased their reading ages to some degree. There is a total gain of 68 years and 2 months, with an average increase of 10 months. 18% of these gained more than 18 months. A combined range of strategies impacted on progress: Summer School, literacy resources for Reflection Time, parent support packs (How to support your daughter with SPAG), extra support in the nurture group, extra English classes, mentor support, Accelerated Reader and a Support Reading Programme.

Year 7 maths lessons are planned using the Mathematics Mastery programme so that students receive sharp focused work on embedding key mathematical concepts and skills. It is crucial that students have a solid foundation of knowledge and this has been at the core of the maths KS3 strategy. Teachers make use of mathematical representations that expose the underlying structure of the mathematics such as numicom, number beads and multilink cubes (as consistently used in primary schools). In addition, developmental work on K2/3 transition from the KS3 lead in maths has ensured that strategies are in place so that students have a secure conceptual understanding and procedural fluency. Nurture groups are at least double staffed to ensure that the most underperforming students are getting the right level of support.

ASP data is being used effectively to identify individual mathematical areas of need. Bespoke intervention is then being provided by our KS3 learning mentor and all have their own individual homework booklets specific to their needs.

Additional literacy for nurture lessons timetabled per week - £4000

Summer School - £3500

Form Readers for Year 7 - £1600

Lexia Reading Programme - £1000

Accelerated Reader - £4,500

Additional Specialist Teaching - £12,964

Total: £27,564

Spending Forecast 2020/21

The specific funding has now been discontinued.