

Year 7 Catch Up Funding

The Deputy Prime Minister has made a commitment to provide educational funding to schools for each Year 7 student who has not achieved Level 4 in reading and/or maths at Key Stage 2.

The allocation for St Aidan's Catholic Academy for the academic year 2018/2019 is £5015
The allocation for 2017/18 was £4716

This document explains how we spend our Literacy and Numeracy Catch-up funding to make our Mission Statement a reality for all young people at St Aidan's Catholic Academy.

Priority One Securing Success for All Young People in Literacy and Numeracy

When students enter St Aidan's Catholic Academy, we ensure we know and understand the starting points for their academic progress. We gain valuable information from their Primary Schools, and additionally we carry out several important baseline assessments for example: reading ages. The catch-up funding is spent on ensuring that these pupils make progress in the numeracy and literacy skills needed to succeed at St Aidan's and to ensure they are properly prepared for the next stage of their education. The most important skills are;

- Reading
- Writing
- Use of Number.

Overall Strategies: Wave 1

Without the key skills of reading, writing and use of number, our students will not reach their potential. For students who have gaps in English or Mathematics, we deliver a personalised programme of "catch up" to help students make rapid progress. Within the students' timetables they are placed in smaller classes with specialist teachers in literacy and numeracy. These smaller classes mean the students have more individual time with the classroom teacher, thus allowing extra support and increased nurturing, but whilst still following the same curriculum as all other students. Within both Maths and English, students receive an additional lesson every fortnight, hence, allowing more time for students to focus solely on the key skills required to allow them to make rapid progress. Support staff are also carefully deployed to these lessons, and success is built upon their close liaison with teachers prior to lessons and topics starting to compile such things as subject specific terminology so these students are well equipped for forthcoming pieces of work. To ensure that students are secondary ready and able to maximise their potential, students completing Year 7 should be secure in their knowledge and application of the content listed below:

Literacy:

Skills	Reading	Writing	SPAG
	<ul style="list-style-type: none">• Identifies and comments on effect of literary devices – structural and linguistic	<ul style="list-style-type: none">• Uses a wider range of punctuation.• Chooses vocabulary	<ul style="list-style-type: none">• Understands how to spell a range of simple and irregular words.

	<ul style="list-style-type: none"> • Understands theme and writer's purpose. • Uses technical vocabulary • Uses evidence to back up points • Comments on the relevance of context across poetry, prose and drama. • Comments on writer's inference 	<ul style="list-style-type: none"> • which is apt for audience. • Uses language features and style suitable for audience. 	<ul style="list-style-type: none"> • Uses a wider range of punctuation.
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Numeracy:

Understand and use place value of whole numbers and decimals.

Recognise the inequality signs.

Round to whole numbers.

Add and Subtract whole numbers

Multiply and Divide by 10, 100 and 1000.

Recognise square and cube numbers of 2, 3, 4 and 5.

Know that calculations must follow a certain order of operations.

Be able to identify factors of a given number.

Understand and describe Area

Represent fractions using diagrams.

Compare and order fractions with denominators that are all multiples of the same number.

Represent fractions on a number line.

Recognise that fractions and decimals have equivalents.

Understand the Data handing cycle.

Know there are different types of data.

Interpret simple charts, such as tally tables and pictograms.

Recognise the mode and range for a set of data.

Understand negative numbers.

Understand that a letter can be used to represent an unknown value.

Understand the difference between a term and an expression.

Continue simple sequences.

Solve missing number problems.

Recognise sequences continuing in steps of 2, 3... can be linked to the 2x tables, 3x table etc.

Solve simple one step linear equations.

Describe and sketch properties of straight lines, right angles, perpendicular lines and regular polygons.

Recognise and name the different types of angles

Year 7 - Literacy

Within the curriculum we pay for additional staffing which can help us design learning which is personalised to the needs of individuals and to groups of learners (with particular attention on students who do not meet the national average at KS2). For some students, literacy is a barrier to learning; these students will embark on the Ruth Miskin scheme 'Read, Write, Inc' within a small intensive group pitched at their level. Each of these students is entitled to 'Read, Write, Inc' for 2 hours a fortnight, and it is currently delivered to groups of 1-3, with its primary aim being to ensure that students can fully access the literacy demands of the curriculum when they reach Y8. These students will have their Reading Ages monitored 6 times over the course of the year - more regularly than our standard 3.

Alongside this, at St Aidan's, our desire is to encourage pupils to read for pleasure. We encourage Catch-Up students to attend our Morning Reading club. Ensuring that both young people and their parents have access to high quality stimulating reading materials is a priority. To this end, our library is structured around Accelerated Reader to ensure students' reading becomes progressively more challenging during their time in the school. A major focus in our library has been restocking at Level 1 and Level 2 books. These books are predominantly used as a starting point for our Catch-Up students, and by the end of Year 7 they have moved beyond these early levels.

To support literacy further, we use the Lexia Reading Scheme. Again, within the curriculum we pay for additional staffing which helps design learning which is personalised to the needs of individuals and to groups of learners. 'Lexia' provides the targeted practice that students require to develop their reading skills which in turn will help them decode and understand language better in all subjects across the curriculum when they reach Year 8. Students made on average a 9 month reading gain over the course of last year.

A summary of strategies we use to close gaps can be found below:

Area	Intervention	Strategy	Notes	Measured	Review of Effectiveness
Curriculum & teaching	Accelerated Reader Programme	Ensuring that both young people and	Students have the opportunity to quiz on	Star Reader Tests 6 times throughout the	Catch-up pupils had average

		their parents have access to high quality stimulating reading materials is a priority.	books and read a 'pathway' of books which become progressively more stretching.	course of the year.	reading age gains of 10 months across the year 2017/18. 80% were on target to achieve at least a pass in English by the end of the academic year.
	Guided Reading Programme (Ruth Miskin)	Provides a structured and systematic approach to literacy. It rescues students with a reading age of 8 years and 2 months and below to reach age-related expectations.	Students are placed in small groups to work on phonics and narratives. Timetabled 3 times over a fortnight.	Reading age tests throughout the year.	Catch-up pupils had average reading age gains of 10 months across the year 2017/18. 80% were on target to achieve at least a pass in English by the end of the academic year.
	Lexia (core reading)	Provides an explicit, systematic and personalised learning programme in the six areas of reading. Targets skill gaps as they emerge.	Personalised computer programme which consolidates on reading skills.	Reading age tests throughout the year.	Catch-up pupils had average reading age gains of 10 months across the year 2017/18. 80% were on target to achieve at least a pass in English by the end of the academic year.
	Lexia (power up)	A step up from core reading,		Reading age tests	Catch-up pupils had

		this strategy helps students to become proficient readers, confident learners and GCSE ready.		throughout the year.	average reading age gains of 10 months across the year 2017/18. 80% were on target to achieve at least a pass in English by the end of the academic year.
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Year 7 Numeracy

For those Catch-Up students for whom Numeracy & Literacy is insecure, we employ a 1:1 numeracy specialist in school, who delivers support lessons to students within the school day to ensure gaps are closed before the end of Y7.

Within Maths we run Breakfast sessions for our Catch Up students with Heggarty Maths; these programmes can be accessed from Catch-up students' iPads or home computers, it is personalised to the student and thus allows them to make rapid progress by targeting the areas of weakness specific to each.

A summary of strategies we use to close gaps can be found below:

Area	Intervention	Strategy	Notes	Measured	Review of Effectiveness
Curriculum & Teaching	1:1 Numeracy intervention	Small groups work with Intervention teacher on weaker areas.	These areas are highlighted by class teacher.	A diagnostic questions test is completed before and after the topic is revised to measure progress.	91% were on target to achieve at least a pass in Maths by the end of the year.
	Heggarty Maths	Specific targeting of gaps in learning through homework.	Personalised learning checklists are completed by all class teachers after each assessment,	Homework is set and progress is seen by the results and greater confidence in class.	91% were on target to achieve at least a pass in Maths by the end of the year.

			this highlights areas of weakness	Work rate also improves.	
	Homework Club	On a daily basis students have access to homework club, where support can be obtained.	Home works are completed to a better standard	Learners results improve over time.	91% were on target to achieve at least a pass in Maths by the end of the year.

In addition to the strategies above we also invite parents in for an evening of sharing ideas and ways in which we can, as a school, support these students' literacy and numeracy further at home.

Measured impact

Results analysis of the achievement of the students involved in this programme shows that the programme had the following impact in the Academic year 2017-18:

- For the number of students eligible for the Catch Up Premium in English 80% were on target to achieve at least a pass in English by the end of the academic year. We continue to support those students who did not make this progress.
- For the number of students eligible for the Catch Up Premium in mathematics 91% were on target to achieve at least a pass in Maths by the end of the year. We continue to support those students who did not make this progress.
- Catch-up pupils had average reading age gains of 10 months across the year 2017/18.

The intervention programme outlined above has been evaluated, and based on the impact noted above, will be continued and strengthened in the current academic year. It is reviewed on a termly basis.

Next Review July 2019