

St John's School & Sixth Form College

Year 7 Catch up Funding Plan & Evaluation 2017/18

In 2013 the Government made a commitment to provide additional educational funding to schools for each Year 7 student who had not achieved Level 4 in reading and/or mathematics at Key Stage 2.

Since then each year St John's has received additional funding of £500 for each Year 7 student who did not achieve this benchmark in reading and/or maths at Key Stage 2.

Recent changes to Key Stage 2 SATs means that schools now receive funding in order to support students who have not achieved the national benchmark score of 100.

The Department for Education website explains that:

In 2017 to 2018, we will allocate funding to schools on the basis that they receive the same overall amount of year 7 catch-up premium funding they received in 2016 to 2017.

It will be adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2017 census.

The allocation for 2016/17 was £11,064. Due to approximately an 8% decrease in our cohort size we anticipate receiving a decrease in our allocation for the year 2017/18.

In the current Year 7 cohort:

52 students achieved a score less than 100 in Reading (23 achieved a score of less than 95)

34 students achieved a score less than 100 in Mathematics (19 achieved a score of less than 95)

PLANNED STRATEGIES

- All but the most able students in Year 7 have a one hour library lesson each week during which time they have access to the LRC and Accelerated Reader Programme. The reading ages of all students have recently been tested in September 2017 to provide us with further information on those needing additional support.
- Students in the year group needing the maximum level of support have been withdrawn from MFL lessons and are instead receiving additional literacy and numeracy support from specialist teachers. This is being regularly reviewed and changes to this group have been made during the first half term to ensure that the right students are being targeted. Currently there are 20 students split into two groups.
- Students who narrowly missed the benchmark score of 100 for reading are being supported with reading and literacy during their weekly library lesson, monitored by our LRC Leader. They have also been highlighted to teaching staff across other departments to ensure that appropriate differentiation is in place to support their learning where necessary. Their

reading ages will be assessed regularly throughout the year and the level of intervention required will be monitored at each data collection point.

- A small group of students for whom reading is an issue are now working with a member of the English department once a week to help them improve through group reading, comprehension and discussion.
- A small group of students for whom numeracy is an issue are now working with a member of the Maths department once a week, reinforcing basic mathematical concepts and improving their confidence in the subject.
- A larger group of 18 students whose reading scores were below the benchmark are now part of an intervention group using SAM Learning to boost their engagement with literacy and accelerate their progress across the curriculum. This is being monitored by a member of the English department
- A group of 12 students whose maths scores were below the benchmark are part of a numeracy intervention group using SAM Learning to revisit key concepts which are then being built upon in their maths lessons. This is being monitored by a member of the maths department.
- KS2 Question Level Analysis will also be used to set individualised tasks for the students in the SAM Learning groups.
- Our dedicated SEND team support a large number of Year 7 students both in and out of lessons. In particular they run an after school homework club providing help and support to a wide range of students, including many of those who find it difficult to work independently at home and who need additional help with task completion.
- The welfare team provide also specialist support for a small number of our Year 7 students for whom external factors continue to affect their progress.
- Regular meetings are being held between SLT, Head of Year, SEND Co, LRC Leader and Maths and English staff to discuss the progress of all the students in the Catch-up cohort and students are able to join and leave the different intervention programmes according to their rate of progress. Two students have already returned to MFL due to an improvement in their literacy levels in the first half term.
- Following the mid-year assessment window in February we will re-evaluate all of the strategies currently in place and extend the programme if we feel that students are not making sufficient progress in the relevant areas.

Evaluation:

At the start of the academic year, students in the catch up group achieved poorer scores for *Attitude to Learning in School* in Maths and English than the remainder of the cohort. However the scores for students in the group improved over the course of the year, and by the summer term these were in line with the rest of the year group (whose scores remained broadly static). This indicates that the support the catch up students received helped them to feel positive about their learning and engage fully with these subjects.

All students in Year 7 completed formal, graded assessments half way through the academic year and then again at the end of the academic year. The results of these show that the students in the

catch up group achieved above average progress in both English and Maths between these two data points, compared with the remainder of the cohort.

Staff feedback, student voice and assessment data indicate the greatest level of improvement, both socially and academically was seen in those students who were part of the nurture groups. This curriculum model will therefore continue into the next academic year for these students and will be repeated for the incoming Year 7 cohort. Students who engaged in small group literacy and numeracy intervention also demonstrated good levels of progress in these areas. Both staff and students reported an increase in students' confidence levels, particularly in Mathematics. This initiative was limited to quite small numbers of students in 2017-18 and will therefore be extended to cover a wider range of students in the next academic year.

It was felt that the SAM Learning strategy was not as successful as had been hoped for. This was due to a lack of engagement from some students who found it difficult to motivate themselves to complete this work independently, particularly when juggling homework being set by curriculum subjects. As a result this strategy will be revised for the next academic year to ensure that the students in this group are selected more strategically and are supported more closely throughout the year.