



**Year 7 Catch Up Funding**

Year	Amount
2013/2014	£11,500
2014/2015	£12,000
2015/2016	£14,000
2016/2017	£17,528
2017/2018	TBC

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 a level 4 in English reading and / or maths. In 2015-16 we had 28 students who fell into this category. We received £500 per student. We select programmes that we know are effective. From 2016-17 the amount per student has decreased.

Each year there is a cohort of students that are significantly below level 4 / not meeting expected standard on entry for English and maths, but may also have additional special education needs. These students, follow an alternative curriculum that focuses on the development of literacy and numeracy skills within the SLC. (VA and P8 affected as these students do not necessary fill a P8 curriculum)

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on improving and investing in teaching and learning to ensure students get taught by a quality teacher rather than be withdrawn for intervention/ catch up.

**Funding 2016-17 allocated in March 2017 was £17,528**

Barriers to future attainment of lower ability students	
In-school barriers /issues	
A.	Students attainment on entry is significantly below national average, literacy skills are low
B.	Students attainment on entry is significantly below national average, numeracy skills are low
C.	A cohort are very low ability and have specific SEND needs

1. Planned expenditure					
Academic year		2016-17			
i. Quality first teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review
Improved Year 7 and 8 literacy progress (link to pupil premium)	Quality first teaching approach. CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	Components of language identified as an area of weakness from moderation and schools in the English network have successfully trialled this approach. Accelerated Reader was shown to have a positive impact in an independent evaluation.	Leader of Literacy to oversee resources and scheme development with KS2/3 lead for English and SENCO.	NA HL CC	January, March and June 17
Improved Year 7 literacy progress (link to pupil premium)	Quality first teaching approach. Reading Plus is a computer program designed to support and develop literacy skills by improving reading efficiency and	A trial of the program was undertaken in May-June 2016 with sample groups of students from years 7. Data collected so far indicates that targeted students have made	Leader of Literacy to oversee resources and scheme development with KS2/3 lead for English and SENCO.	NA HL CC	January, March and June 17



	comprehension.  <b>Year 7 Literacy Intervention groups which typically target:</b> Students who fail to make expected progress due to low literacy levels Students whose reading age is below average for their age	significant improvements both with reading efficiency and comprehension. One student improved their reading efficiency by 62 words per minute in an 8 week period. During the trial, Reading Plus was also shown to have a positive impact on behavior in some groups, and could be effectively used as a 'reward' – such as the engagement and enthusiasm of some students.			
Improved Year 7 literacy progress (link to pupil premium)	Quality first teaching approach. CPD on Fresh Start phonics interventions whole class and individual level. Reading will be improved and students able to transfer skills across all subjects in school.		Leader of Literacy to oversee resources and scheme development with KS2/3 lead for English and SENCO.	NA HL CC CG	January, March and June 17

**Total budgeted cost refer to pupil premium strategy**

**ii. Targeted support using Year 7 catch up funding**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review
Improved reading ages	Increase availability of books/ reading materials in REC room to support reading interventions	Some of the students need targeted literacy support to catch up/ keep up.	Liaise with Leader of Literacy	NA	January, March and June 17
Additional intervention time for numeracy	Additional part time teacher of maths 2 days per week	Some of the students need targeted numeracy support to catch up/ keep up.	Liaise with Leader of Numeracy	CR	January, March and June 17
Improved Year 7 literacy progress	Small group provision of Read Write Inc 'Fresh Start' for struggling Y7 pupils.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme.	NA HL CC LSAs	January, March and June 17

**From Yr 7 catch up funding- £15, 000 contribution**

**iii. Other approaches using Year 7 catch up funding**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review
-----------------	--------------------------	---	---	-------	--------



Strong transition between Year 6 and Year 7 to support improved attainment on entry	Bridging units completed in term 3 of Year 6. Mapping of curriculum to ensure challenge for all. Additional TLR ST English	No loss/ dip in performance – KS3 the wasted years Ofsted doc	Ensure that there is no cross over in the KS2 and 3 curriculum and plan for a through curriculum	HL MW ST	January, March and June 17
<b>Total budgeted cost other than PP funding From Yr 7 catch up funding- £2,258 contribution</b>					

<b>Impact of funding Attainment of low ability students 2016 and 2017</b>					
	<b>RBA 2016</b>	<b>National 2016</b>	<b>Difference</b>	RBA 2017 unvalidated	National 2017
<b>Progress 8 score average</b>	<b>+0.25</b>	<b>0</b>	<b>+0.25</b>	-0.2	0
<b>Attainment 8 score average</b>	<b>32.79</b>	<b>28.56</b>	+4.23	22	22
<b>English element Progress 8 score average</b>	<b>-0.23</b>	<b>0</b>	<b>-0.23</b>	-0.5	0
<b>English element Attainment 8 score average</b>	<b>6.77</b>	<b>6.85</b>	-0.08	4	5
<b>Maths element Progress 8 score average</b>	<b>+0.33</b>	<b>0</b>	<b>+0.33</b>	-0.3	0
<b>Maths element Attainment 8 score average</b>	<b>5.85</b>	<b>4.92</b>	+0.93	3	4
<b>Open element Progress 8 score average</b>				+0.5	0.00
<b>Open Attainment 8 score average</b>				11	8

### SLC Provision

Our Small Learning Community (SLC) provision at Rose Bridge Academy is predominantly accessible for a group of 15 students who have been identified as below Level 4 in English and mathematics and more often below Level 3/ well below 90 scaled score.

The group benefits from a highly differentiated and bespoke curriculum whose main focus is improving the students' literacy and numeracy skills so that they can access other areas of the curriculum. Raising self-esteem, confidence and aspirations alongside developing social interaction skills are also an important part of the work undertaken in the SLC. A small team of dedicated teaching and support staff, trained in a variety of interventions, work with the students in a nurturing environment throughout the school day. Interventions used with SLC students include Sounds-Write and Fresh Start Phonological programs, Accelerated Reader, IDL, Maths Recovery, Every Child Counts, Social Stories, Comic Strip Stories. Our Year 7 students had the opportunity to spend a week at Low Bank Ground in the Lake District, accessing outdoor activities such as canoeing, kayaking, orienteering which involved them using literacy, numeracy and problem solving skills. It also allowed them to work on their confidence, self-esteem and team work skills.

Our school day begins with Breakfast Club from 8.00 am and students have access to the SLC and its staff during break and lunchtime where they are able to engage in the activities provided (e.g. board games, Magnetix, computers, colouring, DVDs, conversing with staff). After school staff are available to help students with homework, reading, spelling, times tables practice etc.

Our SLC is seen as a model of good practice throughout the authority and our students flourish and gain confidence from the opportunities for the learning of basic skills in literacy and numeracy.



### **Literacy**

Our literacy provision is constantly evolving. At present we are utilising the following interventions to improve the literacy skills of our below level 4 cohort:

- ✓ Better Reading
- ✓ Literacy Challenge (Doddle/Guided Reading)
- ✓ Accelerated Reader
- ✓ Reading Plus
- ✓ Fresh Start
- ✓ Handwriting

There are many benefits for our students in engaging with these interventions and they include:

- ✓ Increase progress and improve overall attainment
- ✓ Motivate and engage students
- ✓ Foster independence
- ✓ Encourage students to read for pleasure
- ✓ Develop confidence
- ✓ Personalised intervention packages appeal to students' personal interests
- ✓ Students directly involved in progression monitoring and self-assessment – creates ownership of learning
- ✓ Close the gap in attainment between girls and boys
- ✓ Close the gap in attainment between disadvantaged and non-disadvantaged students
- ✓ Ensure students are able to fully access and understand exam material
- ✓ Fully prepare all students for the challenges of new GCSE Curriculum

We continually monitor the impact of our literacy interventions using:

- ✓ Assessment data
- ✓ AR/ Reading Plus have integrated diagnostic testing to assess students and monitor progress including attainment analysis by gender
- ✓ Phonics reading tests will measure progress made through Fresh Start
- ✓ Use of the REC Room will increase further as students develop positive independent reading habits

### **Numeracy**

Our numeracy provision ensures additional support for our below level 4 students through intensive support in small groups or one-to one support for those students that need it most.

13 of the students below level 4 in mathematics are taught in the SLC. This is through a bespoke curriculum which is designed to develop confidence in the key number concepts as a significant amount of time in Year 7 Autumn and Spring terms are devoted to building their competency skills, which will affect their success in other areas of mathematics and therefore their progress.

The setting of students is such that the remaining students below level 4 are taught with one consistent Learning Support Assistant who supports all of their lessons. This group have an additional mathematics lesson each week to support their catch up. This group of students have also began a trial of Symphony Maths: A blended learning program that has helped them connect the big ideas in mathematics. The program has helped to engage students by using visual models to deepen understanding of mathematics concepts.

### **Staff Literacy training**

More and more students are joining the academy in Year 7 without the knowledge and understanding of basic phonics. This means that they have gaps in their reading ability and this in turn effects their understanding across the curriculum.

22 members of staff were involved in phonics training which included all of our LSA's, the English department, one member of SLT and the Subject Leader of History. The training involved full phonics training and training on how to teach the programme. This means that we are now much better equipped to teach students how to read. We can ensure students are able to read the letter sounds and blend these sounds successfully. This training will not only help us to deliver the Fresh Start programme successfully



but it also means that we can ensure students can then transfer their reading skills across the curriculum in other lessons.

### Impact of all initiatives

#### Fresh Start Data Y7 2016-2017

We identified 24 students in Year 7 at the start of 2016 with significant gaps in their phonics knowledge. Since taking part in the Fresh Start programme these students have made great progress as we no longer have any students in this year group with gaps in their phonic knowledge and they no longer need the Fresh Start programme. They are now all able to access the curriculum.

We only have two students in our current Year 7 who will still need access to the programme.

Name	Reading Age Start	Reading Age End	Progress
PC	6Y 4M	7Y 8M	+1Y 4M
JH	6Y 4M	7Y 2M	+8M
DM	6Y 4M	7Y 9M	+1Y 5M
SL	7Y 5M	9Y 5M	+2Y
LD	7Y 1M	8Y 7M	+1Y 6M
PG	8Y 9M	9Y 5M	+6M
KG	8Y 2M	8Y 11M	+9M
EW	8Y 1M	9Y 11M	+1Y 10M
AG	7Y 2M	7Y 11M	+9M
CF	7Y 7M	8Y 2M	+7M
LJ	8Y 1M	9Y 1M	+1Y
LB	8Y 7M	9Y 4M	+9M
JT	9Y 8M	10Y 3M	+7M
KA	8Y 1M	9Y 3M	+1Y 2M

#### Accelerated Reader impact data 2016-2017

- Three quarters of students in Y7 and Y8 have made improvements to their reading age
- Over half of students have made better than expected improvements to their reading age
- Over a third of students improved their reading age by over 1 year
- 76% of students have made improvements to their reading age
- 55% of students made better than expected
- 61% improved their reading age by 6 months or more
- 45% improved by 1 year or more
- 17% by 2 years or more

#### Reading Plus impact data from September – December

We assessed a middle ability class after 11 weeks of using the programme to measure impact. We found that 60% of students demonstrated gains through the summative assessment of over twice that against time (i.e more than 6 months gain in 3 months) and an average gain of six months.

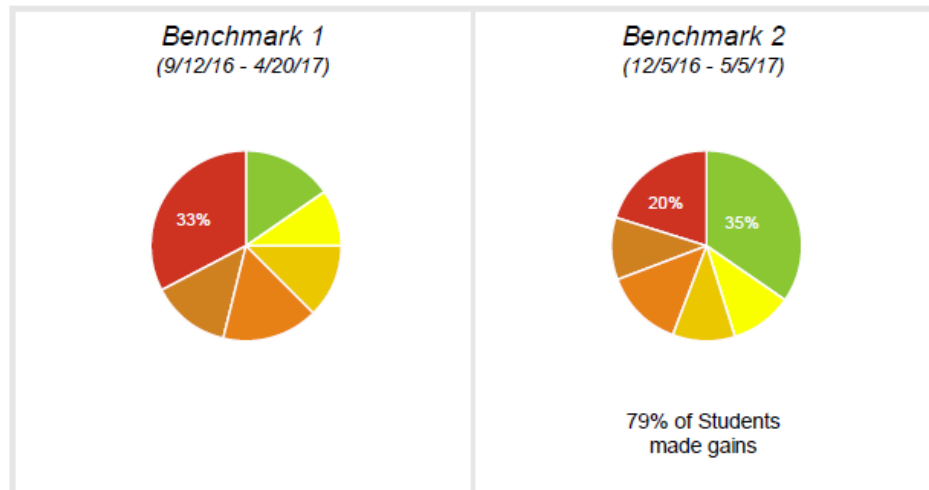


Impact Data – Y9 – September – July

Under test conditions the average gain for all students was +1.4 years. Formative assessment showed an average gain of 8 months (comprehension and vocabulary) and +42 wpm (words per minute). The highest student gain was 6 years and 6 months in a 12 week period.

**Class Benchmark Report  
Year 9 May 17 Group**

PROFICIENCY INDEX (Capacity & Efficiency)



*Proficiency Level*

Proficiency Level	Benchmark 1 (9/12/16 - 4/20/17)		Benchmark 2 (12/5/16 - 5/5/17)		
At or Above Grade	15% (16)		35% (36)		
Below 1	10% (10)		11% (11)		
Below 2	13% (13)		11% (11)		
Below 3	16% (17)		13% (14)		
Below 4	13% (14)		11% (11)		
Below 5	33% (34)		20% (21)		
	104 Students		104 Students		
	<b>Avg</b>	<b>% at Grade</b>	<b>Avg</b>	<b>% at Grade</b>	<b>Gain</b>
Proficiency Level	5.1	15%	6.6	35%	+1.5
Comprehension Level	5.1	20%	6.5	37%	+1.4
Vocabulary Level	7.7	49%	8.9	66%	+1.2
Reading Rate	161.7	22%	173.1	31%	+11.4



**Reading Intervention (non SLC students) 2016**

Name	Reading Age Sept 2016	Reading Age Sept 2107	Progress
DA (EAL)	7Y 0M	7Y 7M	+7M
LC	9Y 10M	13Y 1M	+3Y 3M
GD	8Y 3M	9Y 3M	+1Y
CF	8Y 3M	7Y 9M	-6M
LH	9Y 7M	8Y 11M	-8M
JJ	8Y 6M	9Y 0M	+6M
MJ		8Y 1M	
OK (EAL)	6Y 8M	8Y 8M	+2Y
CM	7Y 3M	8Y 0M	+9M
KM		7Y 7M	
DM	7Y 1M	9Y 2M	+1Y 11M
ZO	11Y 9M	13Y 2M	+3Y 5M
MO	6Y 8M	7Y 6M	+10M
BT	7Y 6M	8Y 7M	+1Y 1M
HW	11Y 6M	13Y 10M	+2Y 4M

Name	Reading Age Sept	Reading Age June	Progress
KD	7Y	7Y 9M	+9M
CE	8Y	10Y	+2Y
NG	7Y 3M	7Y 3M	0Y
JC	6Y 8M	9Y 7M	+2Y 9M
ES	10Y 8M	12Y 6M	+1Y 8M
TL	10Y 4M	10Y 4M	0Y
AM	8Y	11Y 3M	+3Y 3M
JR	10Y	12Y	+2Y
SJ	9Y 4M	10 Y	+6M
SH	8Y	9Y	+1Y
ER	8Y	9Y 4M	+1Y 4M