



CATCH UP FUNDING FOR YEAR 7 STUDENTS 2018 – BATCHWOOD SCHOOL

INTRODUCTION

The Year 7 Literacy and Numeracy catch-up premium grant 2016-17 will be paid under Section 14 of the Education Act 2002. These monies are to pay for extra help for students who need extra support with literacy and numeracy. Retrospectively this money was allocated to Year 7 students who did not achieve a Curriculum level 4 in Reading and/or Maths at the end of Key Stage 2. However, since 2016 national curriculum levels were abolished in Key Stage 2 tests and scaled scores were introduced.

ALLOCATION OF FUND TO SCHOOLS

With the abolition of national curriculum levels, the DFE decided to allocate schools the same amount of catch up funding which they received in 2015 to 2016, adjusted to reflect the percentage change in their Year 7 cohort according to the school census. With the abolition of National Curriculum levels, it is now up to schools to identify which Year 7 pupils are in need of extra help with literacy and numeracy. **We look at certain factors to ascertain which pupils are in need of intervention such as looking at the Question Level Analysis for Key Stage 2 in RAISEONLINE.**

THESE FUNDS ARE PAID TO OUR LOCAL AUTHORITY ON THE 28TH FEBRUARY. IN 2016/2017 BATCHWOOD SCHOOL RECEIVED £5250

It is up to the school to decide how funding should be spent and which pupils will receive extra support.

HOW WE SPENT OUR PREVIOUS YEAR'S ALLOCATION?

In the Academic year 2015-16 we received £3500.00

- Purchases were made of materials to interest, stimulate and engage the pupils, such as library books.
- Pupils received 1:1 Literacy and Numeracy support to support their learning. They also received other interventions to fulfil other needs related to their statement of Special Educational Needs or Education Health and Care Plan.
- Students had booster classes in English and Maths.
- Students received support from the Literacy and Numeracy interventions coordinator.

HOW WE INTEND TO SPEND OUR CURRENT ALLOCATION?

We intend to continue as we have above and concentrate more on:

- Individual tuition
- Intensive small group tuition
- External services and materials such as computer based learning resources.

We have already identified nine Year 7 students who are our focus group for catch up funding.

HOW OUR PREVIOUS YEAR'S ALLOCATION MADE A DIFFERENCE TO THE ATTAINMENT OF PUPILS WHO BENEFIT FROM THE FUNDING?

In 2016-17 we identified 5 students who were most in need of catch up funding. Of these 5 students:

Of these students:

- 20% are CLA
- 40% are FSM
- 80% are Pupil Premium

HOW OUR PREVIOUS YEAR'S ALLOCATION MADE A DIFFERENCE TO PROGRESS OF THE CATCH UP FUNDING STUDENTS

100% made progress in Maths and English using our new robust "Life without Levels" Assessment.

80% met or exceeded their year-end English Target and 40% met or exceeded their year-end Maths Target.

HOW OUR PREVIOUS YEAR'S ALLOCATION MADE A DIFFERENCE TO LEARNING, EMOTIONAL AND SOCIAL SKILLS FOR STUDENTS

At Batchwood School, all students are awarded points for various categories of learning behaviour; points are awarded at the end of each lesson and are grouped into 3 categories. Each of these 3 categories we believe is the cornerstone to a healthy child's mental wellbeing to enable them to function well in society and have been developed from the QCA as setting targets for improved pupil performance is an important part of the national drive to improve standards in schools. In some schools, including special schools and Pupil Referral Units (PRUs), the nature of pupils' needs may mean that targets additional to the statutory targets can add helpful focus, direction and pace to school improvement. In the light of this request, in 1999, the Qualifications and Curriculum Authority (QCA) commissioned a team of researchers from the University of Birmingham to develop measures in the form of criteria. This criteria was published in the QCA document "supporting School Improvement".

Learning Behaviour - Positive interest in school work, communicating well in class, staying on task and coming prepared to learn.

Social behaviour - Respect to staff and peers, respecting property and behaving appropriately in lesson.

Emotional behaviour - Demonstrating resilience, having a positive attitude, showing empathy towards others and being socially aware.

Please note that a negative figure is good when looking at this analysis as this means behaviour has improved.

Name	Below shows the progress from the first data capture to the last whole data capture		
	Learning Behaviour	Social Behaviour	Emotional Behaviour
Pupil 1	-0.40	-0.52	-0.36
Pupil 2	0.00	-0.08	-0.04
Pupil 3	-0.76	-0.40	-0.04
Pupil 4	-0.28	-0.96	-1.03
Pupil 5	0.20	-0.08	0.06

80% of catch up students have made progress or stayed the same in learning behaviour, 100% have seen an improvement in Social behaviour and 80% have made an improvement in Emotional behaviour which is very good for an SEMH school.