



## CATCH UP FUNDING FOR YEAR 7 STUDENTS 2019 – 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 to 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 28<sup>TH</sup> FEBRUARY. IN 2018/2019 BATCHWOOD SCHOOL RECEIVED £6,125.00**

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 2017-18 we received £34,375.00**

- 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 ten Year 7 students who are our focus group for catch up funding . These students were selected for catch up funding due to their low reading and maths scaled score at Key Stage 2. The progress of these students will be reported in next year's catch up funding document.

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

In 2018-19 we identified ten students who were most in need of catch up funding. Of these 10 students:

Of these students:

- 60% are FSM
- 70% are Pupil Premium

## HOW OUR PREVIOUS YEAR'S ALLOCATION MADE A DIFFERENCE TO PROGRESS OF THE CATCH UP FUNDING STUDENTS IN 2018-19

- **75% of students met or exceeded their English target in our robust "life without levels" assessment system.**
- **60% of students met or exceeded their Maths target in our robust "life without levels" assessment system.**

## HOW OUR PREVIOUS YEAR'S ALLOCATION MADE A DIFFERENCE TO LEARNING, EMOTIONAL AND SOCIAL SKILLS FOR STUDENTS IN 2018-19

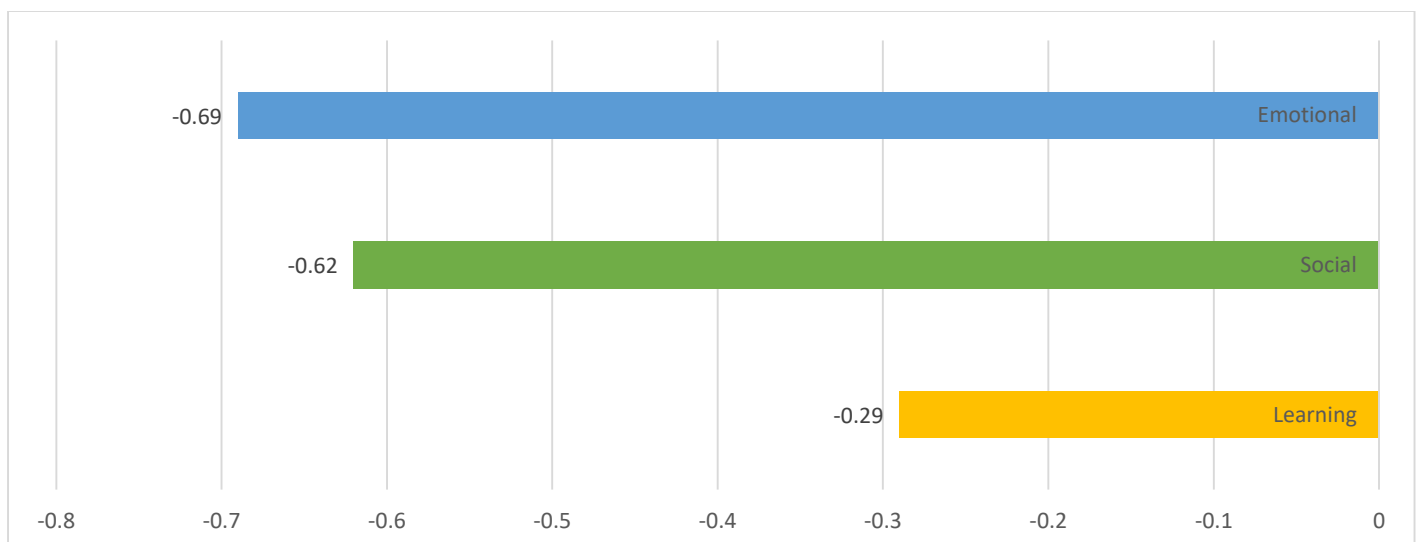
At Batchwood School, all students are awarded points for various categories of learning behaviour; points are awarded at the end of each lesson and are grouped into 3 categories. Each of these 3 categories we believe is the cornerstone to a healthy child's mental wellbeing to enable them to function 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.*



100% of catch up students made progress in all LSE areas. The highest improvement in scores were for emotional responses which is excellent to see in an SEMH setting.

HOW OUR PREVIOUS YEAR'S ALLOCATION MADE A DIFFERENCE TO READING SCORES FOR STUDENTS  
IN 2018-19

	Baseline	Current
Pupil 1	08:01	08:02
Pupil 2	06:04	07:08
Pupil 3	09:08	10:11
Pupil 4	09:02	09:04
Pupil 5	Pupil out of Year - no data yet	
Pupil 6	10:05	10:11
Pupil 7	Absent	
Pupil 8	07:05	07:08
Pupil 9	11:03	12:09
Pupil 10	10:11	11:00

*From the table above we can see that 100% of the catch up funding pupils who were tested for reading have made progress from their initial reading test to their latest reading test.*