

# **Greenacre Academy**



**Year 7 Catch-up Report on Funding  
Sept 2017**

## Year 7 Literacy and Numeracy Catch-up Fund

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).

- 2017-18 fund will be based on the amount awarded in 2015-16 adjusted to take account of the number of pupils in year 7
- 80 is the lowest scaled score that can be awarded, 120 is the highest scaled score
- A pupil awarded a scaled score of 100 or more has met the expected standard in each test
- A pupil awarded a scaled score of 99 or less has not met the expected standard in the test

**Funding Allocation for 2017-18** = Estimate £22,000 (will be adjusted using figures from Oct 2016 census and funds received Feb 2018)

	Reading		Maths		Combined R&M	
AS	113	64.6%	111	63.4%	93	53.1%
NS	62	35.4%	64	36.6%	82	46.9%
Total	175		175		175	

### Intended spend of allocation

- Extra teaching staff in English and Maths to facilitate small learning groups
- Cohort ranked according to combined score of Reading and Mathematics
- Students set according to ability 7a, 7b, 7-1, 7-2, 7-3, 7-4, 7-5 and 7-6
- Ongoing, close monitoring of progress of the identified students
- To enable teaching staff to plan effectively for those not reaching expected in Reading and Mathematics the ratio of students:teacher adjusted
  - Set 7-6 = 10 Students
  - Set 7-5 = 15 students
  - Set 7-4 = 21 students
  - Set 7-3 = 21 students

### Reading Strategies 2017-18

- For sets 7-3, 7-4, 7-4 and 7-6 an extra literacy lesson is timetabled
- Study Buddy and mentor support
- Accelerated Reader Program in place
- Phonics training and support from our primary lead, with identified interventions in place
- Alternative curriculum for 7-6 and 7-5
- Lunch time library for homework help and intervention

- Bedrock Learning used as Intervention - literacy improvement tool increases students' engagement with reading, whilst directly teaching them academic vocabulary.
- Liaising with primary trust staff on lesson planning and resources
- Tweets/social media to promote reading
- Letters to be sent home to parents to raise reading profile
- TLR holder support in lessons
- KS3 intervention for students with a reading age of below 10 years
- Buying of age appropriate texts for Alternative Curriculum
- Reading booklets being made to track and monitor reading progress
- Reward trip for students who have made significant reading progress
- Whole school reading strategy – DEAR (Drop Everything And Read) time built into the timetable

### **Maths Strategies 2017-18**

- Peer mentoring – Year 10 working with year 7 students
- Strategic seating plans ensuring that students have support from peers
- Weekly Key Stage 3 Intervention for identified students
- Scrutiny of schemes of work to address need of the new cohort
- Whole school timetable strategy built into the timetable for all KS3
- Times tables and number starters to keep the topics fresh and to consolidate learning

### **Allocated Fund 2016-17 = £22,624**

#### **2016-17 Spend**

- Cohort Sept 2016
  - Year 7 Cohort = 150
  - Not reaching expected in Reading = 89 (60%)
  - Not reaching expected in Mathematics = 66 (40%)
  - Not reaching expected in Reading and Mathematics = 56 (30%)
- Students were identified as qualifying for the Catch-up Fund based on their KS2 results in English and Maths
- Quality first teaching was the main focus for these students with smaller Student:Teacher ratio to allow for staff to consider individual needs and plan to address weaknesses
- 7-5 had just 12 of our lowest ability students
- 7-4 had just 18 students

#### **English Strategies – 2016-17**

- Study Buddy and mentor support
- Phonics training and support from our primary lead
- Lunch time library for homework help and intervention
- Liaising with primary trust staff on lesson planning and resources
- Letters to be sent home to parents to raise reading profile

- TLR holder support in lessons
- KS3 intervention for students with a reading age of below 10 years
- Whole school reading strategy – DEAR (Drop Everything And Read) time built into the timetable

### Maths Strategies 2016-17

- Schemes of work remodelled to fit the profile of the students prior knowledge from KS2
- Gap filling - Students were tested on their knowledge, skills and understanding with Maths topics; number and algebra was a focus as their exposure to these two areas was found to be weak
- Times tables and number starters to keep the topics fresh and to consolidate learning
- Targeted intervention sessions every week, students grouped to address topics and concepts that the students found difficult to recall in tests
- The Pixl maths app used to help consolidate the learning of identified students

### Outcomes

#### Catchup Funding Student Data 2016-17

<b>Year 7 Summer Term 16-17 - Assessment Analysis</b>																
<b>KS3 English - Year 7 Summer Term</b>																
<b>ALL YEAR 7</b>	<b>All Students</b>		<b>Disadvantaged</b>		<b>SEN - E</b>		<b>SEN - K</b>		<b>CLA</b>		<b>EAL</b>		<b>KS2 Prior Attainment</b>			
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>At Standard in E&amp;M</b>		<b>Not at Standard</b>	
													<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
<b>Master (Above Expected Progress)</b>	52	36%	22	44%	2	100%	13	28%	0	N/A	4	57%	15	31%	36	38%
<b>Qualified (At Least Expected Progress)</b>	137	94%	48	96%	2	100%	44	96%	0	N/A	7	100%	46	96%	89	94%
<b>Apprentice (Below Expected Progress)</b>	8	6%	2	4%	0	0%	2	4%	0	N/A	0	0%	2	4%	6	6%
<b>Total Number of Students in Group</b>	145		50		2		46		0		7		48		95	
<b>KS3 Maths - Year 7 Summer Term</b>																
<b>ALL YEAR 7</b>	<b>All Students</b>		<b>Disadvantaged</b>		<b>SEN - E</b>		<b>SEN - K</b>		<b>CLA</b>		<b>EAL</b>		<b>KS2 Prior Attainment</b>			
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>At Standard in E&amp;M</b>		<b>Not at Standard</b>	
													<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
<b>Master (Above Expected Progress)</b>	55	38%	18	37%	0	0%	12	27%	0	N/A	2	29%	16	34%	38	40%
<b>Qualified (At Least Expected Progress)</b>	143	99%	48	98%	2	100%	44	98%	0	N/A	7	100%	47	100%	94	98%
<b>Apprentice (Below Expected Progress)</b>	2	1%	1	2%	0	0%	1	2%	0	N/A	0	0%	0	0%	2	2%
<b>Total Number of Students in Group</b>	145		49		2		45		0		7		47		96	