

## Use of Year 7 Catch Up Funding

In year 2015-16, the school received £13,500 in funding to support those students that were not operating at Level 4 at the time of the Year 6 SATS. For 2016-17 the school will receive £15000. This money was added to from our internal funds for raising standards within the school budget to fund the strategies detailed below.

### Mathematics

In maths, the money was used to ensure that the Y7 set containing the weakest students was double staffed with two maths teachers for every lesson. In addition, a mentor who is employed specifically to support in mathematics and she was deployed to work with the next weakest group.

The impact of the interventions last year is shown below.

### Mathematics - Year 7 transition matrix 2015-16

		End of Year 7 level							
		2A	3C	3B	3A	4C	4B	4A	
Year 6 level	2B	2							2
	3C		1						1
	3B			1	4	1			6
	3A				3	2	2	1	8
		2	1	1	7	3	2	1	17

In maths, a similar strategy will be applied to Y7 in 2016/17 as was applied in the previous year.

### English

In English, the funding received was used to reduce class sizes for weaker students and to provide extra one to one support. The weakest group, 7X4 was double staffed using SEN expertise.

For 2015-16 Year 7 were put into sets from September using the KS2 data. They were given a baseline assessment in the first half term and that data alongside reading and spelling ages was used to re-set pupils where necessary. A special 'literacy booklet' was worked through with students which supported the learning of basic skills.

The Literacy Co-ordinator created 3 groups of pupils in most need based on all the data available which followed the Literacy Enhancement programme using the

Literacy Progress units. Each group had a 12 week slot in which to work on foundation skills such as inference in reading.

An extra teacher supported 7X3 twice a week for the year. This teacher also provided intervention for small, targeted groups of year 7 during the summer term focussing on improving basic skills to enable greater access to the curriculum.

As a result, progress those that came in to school with level 3 from Key Stage 2 achieved the following results by the end of year 7

		End of Y7 level			
		3	4	5	
Year 6 level	L3	5	11	2	17

For 2016-17, the weakest Y7 group is taught by a transition specialist with experience of KS2 teaching.

All students have again completed a baseline assessment.

It is now policy that the least able will study, as far as possible, the same texts as other groups. This is in preparation for the challenge of the texts they will come across at GCSE. However, teachers differentiate according to the needs of the class.

Three groups of year 7 pupils will be given extra literacy lessons. These students will use Literacy Progress Units designed to improve literacy by focussing on specific skills. Their progress will be monitored through assessment. N.B. this is literacy intervention, rather than specifically English.

Historically our lower ability pupils have attained comparatively well: for example the best residuals in the faculty at GCSE this year were in sets 4 and 5.