

## **Catch-Up Premium Funding 2018-19**

### **What is the Catch-Up Premium funding?**

Prior to the removal of National Curriculum levels (September 2015) the Government allocated £500 per pupil to those pupils arriving in Year 7 who did not achieve Level 4 in reading and / or mathematics. Since then the same amount of funding has come into schools each year to tackle the issue of Year 7 students not reaching the required standard in reading or maths. The required standard under the new Key Stage 2 tests is a score of 100 in reading and/or maths. The actual results from the secondary ready test show that 25% of students were not 'secondary ready' equating to approximately 30 students.

Students who have securely caught up with their peers following a period of intervention return to normal lessons but their progress continues to be closely monitored.

### **How do I know how much funding has been allocated?**

In 2016 to 2017 the DFE allocated funding to schools on the basis that they receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort between the October 2015 and the October 2016 school censuses as follows:

(the number of year 7 pupils recorded on the October 2015 school census) divided by (the number of year 7 pupils recorded on the October 2016 school census) multiplied by the 2015 to 2016 allocation.

For The Ripley Academy we received £12,171 for the academic year 2017-18.

In Year 7 2018/19 on entry, 27 students were below the age related expectation (score of 100) in Maths. 27 students were below the age related expectations in English. 18 students were below the age related expectations in both Maths and English.

### **How is the funding spent?**

A reading intervention programme (Catch-Up Literacy) is delivered to Year 7 students who did not meet age related expectations (reading score of below 95) in their Key Stage 2 reading test by teaching assistants for 15 minutes twice a week. A small number of Year 8 and 9 students are withdrawn from Language lessons twice a week to continue to focus on improving their literacy in small groups.

Students with a reading score of 95-99 will be involved in a buddy reading programme for two 15 minute sessions per week with either a teaching assistant or sixth form mentor.

A bespoke Maths intervention programme is delivered to Year 7 students who did not meet age related expectations at Key Stage 2 during morning registration time (20 minutes) four per week, which is delivered by a Maths teacher and teaching assistant. Additional Year 7 teaching set ensures these students are taught in a reduced group size of 15.

### **How will the impact of this intervention be measured?**

Students reading will be assessed using an Access Reading Test interactive (Arti) which will be carried out twice a year (January and June). Throughout the Catch-Up Literacy

programme the teaching assistant will maintain a progress record for each student to allow us to track improvements.

Maths progress will be tracked via class teachers and the intervention teacher who will use half termly assessments and the end of year examination in June.

### **Where can you find additional information on Catch-Up funding?**

<https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools>

### **Impact of actions to date (February 2019)**

#### **Maths**

83% of students have made progress with 8 students achieving age related expectations.

All the other students will move into a Year 7 Maths intervention form to receive 4 x 20-minute intervention sessions per week delivered by specialist Maths teacher and Maths trained teaching assistant.

#### **English**

78% of students have made progress with 9 students achieving age related expectations.

100% of students have made progress on the Catch Up literacy programme with 55% making progress on the Buddy Reading programme to date.

Further analysis of need for students who are not making progress to address areas of weakness and identify potential SEN.