

Year 7 Literacy and Numeracy Catch-up Premium

Catch-up Fund Statement 2016 - 2017

In 2013, the Government introduced the Year 7 Catch-up Fund, enabling all secondary schools to help students who did not achieve at least a level 4 in the Key Stage 2 national curriculum (SATs) tests, in reading and/or mathematics.

Schools receive £500 for each Year 7 student who has not attained at least level 4 in reading and/or mathematics (maximum £500 per pupil) at Key Stage 2 national curriculum tests.

In deciding how we spend the Year 7 Catch-up Fund, we recognise that not all students have KS2 data and there will be cases where some students currently in Year 7 are not yet working at age related expectations; it should be noted we do not directly receive funding for these students from this fund. All students will benefit from these interventions if required, regardless of their funded status.

For 2016 – 2017, Ash Hill Academy received £17,285. This is down by 9% on the previous year when the fund was £19,000.

Ash Hill Academy aims to ensure inclusion and equal access to all learners. Currently all year groups in the academy started with significantly lower KS2 average point scores than the national averages. A wide range of provision and intervention strategies are offered to enable students to engage in learning and reach their potential. Ash Hill Academy implements effective and rapid intervention as required, to support students in order for them to gain the vital skills they need as they become young adults. We recognise that students require a range of interventions and that some students benefit significantly from smaller class sizes. Other students may benefit from a variation in learning styles and the range of interventions available to boost their confidence and self-esteem.

2016-2017, 32% (42/130) of students were eligible for additional support from Year 7 Catch-up funding.

Number of students who did not achieve at least 100 in reading and/or mathematics at KS2

- Reading 32% (42)
- Maths 27% (35)
- Reading & maths 18% (24)

2017-2018, 32% (44/137) of students were eligible for additional support from Year 7 Catch-up funding.

Number of students who did not achieve at least 100 in reading and/or mathematics at KS2

- Reading 32% (44)
- Maths 28% (38)
- Reading & maths 18% (25)

Impact

- 67 of eligible students are on target to meet their KS4 target in English. 63% were operating at GCSE grade 1 or above, this figure has now risen to 78% with 52% now working at grade 2 or above.
- 64% of eligible students are on target to meet their KS4 target in maths. 59% were operating at GCSE grade 1 or above, this figure has now risen to 92%. 83% are now working at grade 2 or above.
- 55% of the Y7 English (S2) Group are on track to meet their target. 83% are also now working at GCSE grade 2 or above (47% at the start of the year).
- 68% of the Y7 Maths (S2) Group are on track to meet their target. 88% are also now working at GCSE grade 2 or above (57% at the start of the year).

Year 7 Catch-up Fund Related Activities for 2017-2018

It is anticipated that for 2017 – 2018, the academy will receive £22,000. The funding will be used to provide a range of support:

Literacy

- Ruth Miskin Phonics
- Handwriting support
- VMG literacy
- Spelling Mastery
- Parent Evenings and Open days (a chance for parents to visit and discuss any aspect of literacy and numeracy support)
- Bespoke Literacy Class (S2)
- 'Bridge Support'
- Reflective reading
- Small group literacy work
- 1:1 literacy support

Numeracy

- Maths Makes Sense
- VMG numeracy
- Dyslexia Portfolio
- 1:1 numeracy support
- 'Hegarty' Maths
- Numeracy Ninjas
- Numeracy home learning booklets
- Small group numeracy work
- Maths Peer Mentors
- Bespoke Numeracy Class (S2)
- 'Bridge' Support

Ash Hill Academy is currently investigating the following as a means of addressing literacy under performance:

- Accelerated Reader
- Lexia Reader
- Lucid

Evaluating the Effectiveness

Throughout 2017 – 2018, the academy's data collection, monitoring and reporting system will be used to continually assess students' progress. Intervention and support will reflect movement in students' progress.