

Year 7 Catch-Up Premium



Year 7 Literacy and Numeracy

Catch-Up Premium Expenditure:
Academic Year 2018 - 2019

Overview of Bradfields Academy

Number of students and Catch-Up Premium received	
Total number of students on roll 2018-19:	303
Total number of students eligible for Catch-Up Premium funding according to ESFA publication March 2019:	2012 - 13: 35 students 2013 - 14: 30 students 2014 - 15: 34 students 2015 - 16: 35 students 2016 - 17: 37 students 2017 - 18: 35 students 2018 – 2019 : 37 students
Amount of Catch-Up Premium funding received per student:	£471.43 per student
Total amount of Catch-Up Premium funding received	£17 443.00 Total Spent: £17 302.52
Purpose of Funding	
<p>This additional funding is to be used by schools/academies to provide literacy and numeracy 'Catch-Up' support for Year 7 students. It is intended to enable those students that did not achieve level 4 in reading and/or Mathematics at Key Stage 2 to be given the opportunity to Catch-Up as quickly as possible. In the case of our cohort it is to be used to boost rates of progress and target gaps in knowledge and skills, it would not be expected to close the gap between current attainment and age related expected attainment due to our students' levels of need.</p> <p>Since 2014 this additional funding has been allocated to further support and extend Bradfields whole academy literacy and numeracy drive to ensure all students are supported in making progress. In 2015-16 funding was targeted at personalised intervention, further enhancement of the literacy and numeracy drive and continued development of the Academy library.</p> <p>For 2016-17 the aim was to continue to support the literacy and numeracy drive but extend the focus to support and develop handwriting and letter formation.</p> <p>In 2017-18 the aims for the Catch-up Funding is to further support individual literacy interventions and plan for the further development of these into numeracy. Also to continue to provide equipment to support students with their progress on the literacy and numeracy drive on an individual basis.</p> <p>In 2018 – 2019 The aim of the Catch-up Funding is to continue to support the literacy strategy for individuals and groups, and to further bring numeracy into line with literacy.</p>	

Aims for Support

2012-13

- To raise attainment in reading age.
- To encourage students to develop a love of reading.
- To narrow the gap between boys and girls progress in Maths.

2013-14

- To raise attainment in reading and writing.
- To develop levels of comprehension.
- To develop fine motor skills to impact on quality of handwriting.
- To further narrow the gap between boys and girls progress in Maths and English.

2014-15

- To continue to increase reading skills and achievement.
- To focus on writing – particularly letter formation, sentence structures and punctuation.
- To improve comprehension skills and the ability to infer.
- To develop an even greater range of different resources and interventions to further support students.

2015-16

- To continue to increase reading skills and achievement and further develop a passion for reading.
- To focus on hand writing as well as continue to develop letter formation, sentence structures and punctuation.
- To continue to improve comprehension skills and the ability to infer.
- To develop an even greater range of different resources and interventions to further support students with a focus on gross and fine motor skills.

2016-17

- To further build upon success with reading in previous years
- To look to refine tracking systems for targeted interventions
- To develop whole academy handwriting programme
- To combine with Pupil Premium targeting to develop strategies to enhance reading comprehension skills and the ability to infer.
- To focus on literacy strategies to support the more complex Programme 1 group of students.
- To work towards achieving the Kent Literacy Award for initiatives.
- To further raise whole academy literacy and numeracy awareness and cross-curricular approach.
- To further develop and extend the use of Numicon.

2017-18

- To further develop the students' positive attitudes to reading by maintaining and extending the number of reading mentors available within the academy.
- To extend the previous year's aim of refining tracking systems by fully incorporating the Interventions module in SIMS. This will allow for tracking of impact and cost.
- To implement the handwriting programme throughout Year 7 and further years within the academy by ensuring that all relevant teachers/zones have the necessary resources.
- To continue to combine with Pupil Premium (for LAC students in their PEPs) to develop 'Reading for Life' by ensuring that inference and comprehension skills are linked to all reading.
- To continue to work within the Kent Literacy Awards framework and investigate a numeracy equivalent.
- To continue to raise literacy and numeracy profiles across the curriculum by ensuring that lesson plan monitoring, work scrutiny, lesson observations and department reviews identify and celebrate it.

- To review and improve the literacy and numeracy resources, such as IXL, Numicon, and the Accelerated packages.

2018 – 2019

- To continue to support the developments in reading by maintaining and where appropriate extending the number of reading mentors within the academy.
- To incorporate more practical numeracy to the department to assist the students with their passion for the subjects.
- To fully utilise the new numeracy intervention co-ordinator and TA by creating targeted groups in mathematics and numeracy for them to support. Maintain the work with the Literacy co-ordinator and TAs.
- To ensure that both literacy and numeracy are supported through the Department Review Process, within maths and English as well as other subjects.
- To transfer all Catch-up tracking to the Mark Sheets in SIMS
- To continue to combine with Pupil Premium (for LAC students in their PEPs) to develop 'Reading for Life' by ensuring that inference and comprehension skills are linked to all reading.
- To continue to work within the Kent Literacy Awards framework and commence work in a numeracy equivalent scheme.
- To continue to review and improve resources within both departments
- To continue to seek out good quality external support for literacy and numeracy to compliment the work within the academy.
- To further develop a student passion for literacy and numeracy.

2018-2019 Spending			
Aim	Action	Cost	Impact
8	Provide all Year 7 students with basic mathematical equipment to use in all subjects	£400	Students have a pride in their new equipment and begin to see a link with numeracy in other subjects rather than just in mathematics
10 & 8	Creation of a Reading Corner within an English Classroom	£731.52	All Bradfields' students arrive with a delayed reading ability. The creation of a reading corner has instilled passion for the subject and a desire from students to improve their skills. This has not just been in year 7.
9 & 6	Teachers attended the Power of Reading Course	£880.00	Teachers able to implement the Power of Reading Strategy in their lessons leading to an improvement in Reading Step progress.
9 & 10	Quantum Theatre	£475.00	Students of all years benefitted from the performance, impacting on current and future GCSE work.

6 & 9 & 10	Oxford Reading Buddy Scheme	£399.00	Students accessed the online scheme to read. More students are logging their progress.
4 & 6 & 8 & 10	Purchase of Kindles to support Reading Corner Development	£1600.00	Students have access to a wealth of books through the Kindles and those that require visual support can access this. It also allows for multiple copies of texts across devices. Many younger students are adverse to books as they have not had a good experience with them.
7 & 10	Busters Book Club	£2932.00	The academy has had great success in the number of reading minutes logged by students and has received numerous awards from the KM for their innovative work.
1 & 6 & 8 & 9	Beanstalk Reading Mentors – Year 7 element, non PP	£740.00	Students are passionate about reading to their mentor. They look forward to sessions, and are pleased to demonstrate their progress.
2 & 8 & 9 & 10	Puzzle Workshop	£425.00	Practical activities for students in solving puzzles. Students motivated to join in and solve problems.
2 & 8 & 9	Mastery Training for teachers of mathematics	£280.00	Maths teachers confident in introducing higher order thinking and questioning skills into their lessons.
3 & 5	One Literacy Co-ordinator and two Literacy TAs providing targeted intervention groups.	£5510.00	Identified students targeted. They have enjoyed the intervention work and their progress is now 'on track'
3 & 5	Two Numeracy TAs providing targeted intervention groups	£2280	Identified students targeted. They have enjoyed the intervention work and their progress is now 'on track'

4	Provision of resources to launch a new handwriting initiative as identified in the English Dept. Review	£650	Students readily engage in the weekly handwriting challenge. Students receive Penmanship Awards.
	Total Spend	£17 302.52	

Year 7 Progress at Summer 2019

English		
English		
Attainment	Yr On Track	Yr Progress
English	Count	%
Challenge	9	23.08
On Track	23	58.97
Intervention	7	17.95
Challenge/On	32	82.05
All	39	100
English	Count	%
0 Steps	0	0.00
1 Step	0	0.00
2 Steps	2	5.13
3 Steps	20	51.28
4+ Steps	15	38.46153846

Maths		
Maths		
Attainment	Yr On Track	Yr Progress
Maths	Count	%
Challenge	16	41.03
On Track	21	53.85
Intervention	2	5.13
Challenge/On	37	94.87
All	39	100
Maths	Count	%
0 Steps	0	0.00
1 Step	1	2.56
2 Steps	1	2.56
3 Steps	18	46.15
4+ Steps	17	43.58974359

The above table for English shows that 9 students (23.08%) had exceeded their expected target by the end of Year 7. 23 students (58.97%) had achieved their target, and 7 (17.95%) had not met their target.

All students had made at least 2 steps of progress with 15 making 4 or more.

A similar set of results is seen in maths. 16 students (41.03%) had exceeded their target. 21 students (53.85%) had achieved their target and 2 (5.13%) had not met their target.

All students had made at least 1 step of progress and 17 had made 4 or more steps.

The expectation for year 7 students is that they make 3 steps of progress across the year. This is documented in the Bradfields Assessment and Reporting document and was derived using detail from the National Progression Guidance. The tables show that the vast majority of students have achieved this in both English and mathematics.

Planning for 2019 – 2020

In addition to maintain and developing the aims for 2018 – 2019, The academy will focus on ensuring that there is more parity around the interventions for English and maths. Currently there is a daily literacy challenge, and similar for maths is needed.

With the development of the new learning communities the English and maths Subject Leads have committed to using a portion of the Catch-up fund to developing the SCERTS classrooms for our most complex students.