

Year 7 catch up grant

As part of our commitment to ensure that all of the students who attend the National Academy, we have a number of bespoke packages in order to diminish the difference between groups of students. Several of these packages can be seen in the Pupil Premium Plan and the Pupil Premium Plan Impact Statement. Alongside the Pupil Premium Grant, the literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, 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). In 2016/17 this grant totalled £21,832. This money is used by schools and academies to provide interventions which will help those students catch up in English and Mathematics with their peers.

Further information in regards to this premium can be found on the link below:-

<https://www.gov.uk/government/publications/year-7-catch-up-premium-2016-to-2017-allocations/year-7-catch-up-2016-to-2017-conditions-of-grant>

2016/17 – How the grant was spent by the academy

Parts of the grant funding from 2016/17 contributed to a variety of support packages for Year 7 students. These included:-

- An extra bespoke session of numeracy for a selected cohort of students. Additional time was built into these students timetables from other curriculum subjects to support this.
- The accelerated reader programme. As above, this is a bespoke package delivered to a select group of students in order to improve literacy levels not only in English but across all curriculum areas.
- The building into the timetable for an extra literacy lesson for **all** Year 7 students in order to drive literacy standards across the academy.
- Funds have been used towards the cost of the extra teaching involved and to finance resources for these groups.

The impact of the spending

- In regards to the selected group of numeracy students (29 in total), 86% made progress throughout the academic year from their baseline assessment data. Each of these students were given anywhere between twelve and thirty extra sessions throughout the academic year.

Rate of progress (in %) from original baseline assessment	Number of students
1-5%	4
6-10%	2
11-15%	2
16-20%	5
21-25%	6
26-30%	2
30% +	3

- In regards to literacy across the academy, 90% of the targeted students ended year 7 above target.

- For those students who came to the academy with reading levels of 3a-3c, and CATS of between 66 and 106 87.5% ended year 7 on or above their target, with 62.5% above their target.
- Together (students with a KS2 of 3a or below), 92% were above or on their target, and 73% were above their target.

Barriers to Future Attainment 2017-18

Internal barriers:-

- Literacy levels for Catch Up students are lower than others; this can prevent them from making sufficient progress during KS3 and beyond
- Numeracy skills (including mental arithmetic) for Catch Up students are lower than others; this can prevent them from making sufficient progress in maths and other subjects where numeracy can be required (such as Science)
- A high prevalence of social and emotional problems which produces barriers to progression

External barriers:-

It is important to stress that not all of the below points are applicable to all students and parents/guardians

- Lower levels of engagement with homework and 'flipped learning' outside of the academy
- Parental barriers to literacy and numeracy. These are required to support their child(ren) throughout all years of education
- Access to resources including cultural capital opportunities. The Pupil Premium Grant that the academy receives also supports students here.
- Higher levels of socio-economic deprivation than others
- Lower levels of aspiration

Year 7 Catch-Up Grant Related Activities for 2017-18

The funding will be used to provide a range of small group work and interventions consisting of:-

- Small group work sessions for numeracy
- Accelerated reader
- Small group sessions for literacy related concerns
- Literacy lessons for all
- Dyslexia testing
- High quality classroom provision for the teaching of reading and mathematics
- In academy programmes to overcome social and emotional barriers to learning

This plan will be reviewed at the end of the academic year 2017/18.