



# Coopers School Year 7 Catch Up Funding

## 2015-2016

Catch-Up Funding is allocated by the Government for each Year 7 pupil who has not achieved level 4 in reading and/or maths at Key Stage 2 before they joined Coopers School.

We received an additional premium of £500 for each Year 7 pupil who did not achieve at least level 4 in reading and/or maths (maximum £500 per pupil) at Key Stage 2.

*“The money is to be used by schools to deliver additional tuition or intensive support in small groups, giving pupils valuable support to bring them up to speed so that they are more likely to succeed at secondary school. The funding will not be ring-fenced for catch-up activities but we expect that this funding is used for additional literacy and numeracy catch-up during Year 7 given that this can make a critical difference to pupils at this important stage.”*

(DfE Website)

In 2015-16 Coopers received £9,500 for 19 students who had not achieved level 4 in either reading or maths at Key Stage 2.

### **How we spent the allocation of funds during 2015-16:**

- Staffing to allow for smaller sets for lower ability students
- Additional HLTA assigned for lower ability Bands to support reading and numeracy as well as nurture support
- Additional maths and English leaders for Key Stage 3
- Additional reading groups during PD
- Additional weekly numeracy groups during PD
- Additional reading support with the English HLTA
- Additional weekly numeracy support with the maths HLTA
- Phonics training and resources
- Accelerated Reader program via the library
- English as an Additional Language support
- Speech and Language support
- Academic Mentoring (Academic Mentor leads for year 7)
- Homework intervention/ MyMaths/ Mathswatch/SamLearning to focus on key skills
- Peer Mentoring and 6<sup>th</sup> form Subject Ambassador support in class
- Social Skills groups
- Resilience groups
- Lunch time drop in
- Summer School
- Educational Psychologist /SEND Assessments
- Attendance intervention / Education Welfare support / Home visits
- Enrichment sessions in and out of school/ Year 7 maths club/ homework club
- Staff professional development for supporting students

## **What effect the expenditure had on the attainment of pupils at the school for whom it was allocated:**

### **2015 - 16**

For 2015-16 we have 19 students who have not achieved level 4 in either reading or maths at Key Stage 2. Of the 13 students who came to Coopers with a reading level below 4, all were involved in regular reading intervention with teachers and/or 6<sup>th</sup> form mentor support in PD. Students with a low level 4 for reading and maths also receive additional support (an extra 21 students). The students in pathway C who are the weakest readers are having intensive intervention in class via a proven phonics program, weekly library visits and continued reading support in regular PD groups. We have 9 students who have not achieved level 4 in maths; all of these pupils receive weekly catch up lessons and support.

There were 9 pupils who had not achieved level 4 in maths, all of whom received twice weekly catch up lessons in maths during PD time. 8 out of the 9 students, 89%, progressed throughout the year and achieved their target grades at the end of the academic year.

### **How we assessed the effect on attainment**

Attainment was measured through regular teacher/classroom assessment of their levels, and using the schools data reporting system to measure the impact on academic progress through attendance to the catch-up sessions as well as classroom teaching.

## **2016-2017**

### **Changes to KS2 academic reporting**

Following recent changes to the way in which academic progress is reported at the end of Key Stage 2, primary schools are no longer required to provide detailed numerical grades for pupils at the end of year 6. Secondary schools will simply receive information stating whether the student has met the expected standard in their reading and maths tests conducted at the end of year 6 for pupils who transition from KS2 to KS3.

The implications for Coopers School are that we will have to put a greater emphasis on assessing reading and maths abilities following transition in to KS3 to enable the school to support those pupils who most need the support.

For the 2016/17 academic year it means that the number of pupils who will require support through our catch-up programme in both subject areas has increased significantly.

### **How we plan to spend the current academic year's allocation 2016-17**

For 2015-16 we have 37 students who did not achieve the expected outcomes in either reading or maths at Key Stage 2. These students were the first year to sit these new style exams, and in future the government is proposing that these students will re-sit the exams. This year they will not have to do this, but we are still putting in place support to ensure these students are able to catch up with the other students. There were 69 students who have arrived at Coopers without meeting the expected score in Reading. All of these will be given additional reading intervention with teachers and/or a 6<sup>th</sup> form mentor support in PD. The students in pathway D who are the weakest readers are having intensive intervention in class via a proven phonics program, weekly library visits and continued reading support in regular PD groups. There were 69 students who did not reach the expected score in mathematics; a mixture of interventions are put in place, including some of these receiving weekly catch up lessons and support as outlined below.

Previous funding has been £500 per student who did not meet the required standard in both reading and maths.

(Confirmation of funding availability has not yet been received – The DFE have announced that schools will continue to receive extra funding, but criteria for deciding who will receive this is unknown).

The support currently in place for 2016-17 is:

- Staffing to allow for smaller sets for lower ability students
- Lead Practitioner for SEN teaches English to lowest ability set.
- Additional HLTA assigned for lower ability Bands to support reading and numeracy as well as nurture support – HRE / GCN and Juliet Stevens with 7D as Key Worker.
- Additional reading groups convened by DSK and SEN team to target weakest readers.
- Specific 'catch-up' programme of study designed and delivered by the English and Mathematics faculties to targeted students.
- Additional HLTA assigned for lower ability Bands to support reading and numeracy as well as nurture support
- Additional maths and English leaders for Key Stage 3
- Additional reading groups during PD
- Additional weekly numeracy groups during PD
- Additional reading support with the English HLTA
- Additional weekly numeracy support with the maths HLTA
- Phonics training and resources
- Accelerated Reader program via the library
- English as an Additional Language support
- Speech and Language support
- Academic Mentoring (Academic Mentor leads for year 7)
- Homework intervention/ MyMaths/ Mathswatch/SamLearning to focus on key skills
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#### **Contact us:**

We are monitoring progress continually through the year to ensure the intervention is timely and relevant to each individual. If you have any questions or would like some advice please do not hesitate to contact us by email:

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