

Year 7 Catch-Up Fund 2017-2018

Background

In 2013, the Government introduced the Year 7 Catch-Up Fund. The purpose of this is to enable all secondary schools to help support all students who did not reach the expected standard in the Key Stage 2 National Curriculum (SATS) tests in reading and/or mathematics.

Therefore, during 2017-18, schools will receive £500 for each Year 7 student who did not reach the expected standard (maximum £500 per pupil) in the Key Stage 2 National Curriculum tests.

Our approach

Meopham School strives to attain the highest standards and we ensure that all students have equal access to learning and activities. We provide a wide range of ways to learn, to enable all students to take part fully in learning and to do their best.

In deciding how we spend the Year 7 Catch-Up Fund, we recognise that not all students took the SATS tests and there will be cases where some students currently in Year 7 who have not yet made expected progress and we do not directly receive funding for these students from this fund.

As such, the school will sometimes involve any students or groups of students the school has identified as needing additional support in reading and/or mathematics to achieve the best results in all subjects.

In allocating this fund consideration will be given to those students who:

- have not achieved the expected standard in Literacy and/or Maths
- have not achieved the expected standard in their Key Stage 2 Teacher assessment for writing
- are currently working below 1.8 (old Level 4) in lessons
- have a below average reading age from National Foundation for Educational Research (NFER) tests
- have below average verbal and/or quantitative Cognitive Abilities Tests (CAT) scores

First Priority

We believe that the most effective intervention is made through Quality First Teaching and well differentiated lessons where there are specific pathways to suit the pupils' needs as well as challenging them.

Allocation of Funds

In 2017-2018, the school was allocated £26,670. The money has been allocated for the following:

- Intervention classes run by a TA for those working below 1.8 (L4)
- Targeted 1-1 sessions in both Literacy and Maths
- Targeted small group work in Maths
- Breakfast Club for MyLexia
- MathsWatch CDs and revision guides/booklets
- Summer Activities club which targeted those pupils with initial data of below 1.8 (L4)
- Lego Therapy group
- Social skills group
- Spelling intervention sessions
- Specialised Intervention sessions for 3 pupils in Year 7 who struggle with reading
- Specialist phonics lessons for those pupils with reading ages below 6 years of age
- Continued timetabling of the Hub group in both Year 7 and 8 to support those pupils with weaker literacy and Maths skills and support with the transition from primary school to secondary school.

Current data

Do we know how many students we have working below a 1.8 in English and/or Maths?

Evaluating the effectiveness

We use a range of measures to evaluate the progress pupils have made and the LOP is one of the key measures we use to identify which pupils need interventions and in what specific area by that in English and/or Mathematics.

Other evaluations we use are:

- Internal progress and attainment data (with an expectation that all pupils make 2 sub-levels of progress throughout the year and attain at least a Level 1.8 by the end of the year)
- NFER reading test to determine an initial reading age. Pupils are then tested again in May and are measured against the same NFER.
- RAP meetings to identify those pupils who are not making sufficient progress. The 2i/c for both English and Maths then work with those pupils identified and track and monitor their progress more carefully
- Attendance via form-time and tutors. House Leaders also make phone calls when a pupil is absent and track and monitor any concern with the Attendance Officer and Assistant Headteacher (Behaviour/Pastoral).