

## ***"Success is an Attitude"***

*We are committed to Keeping Children Safe In Education*

# **CATCH-UP PREMIUM FUNDING REPORT 2017/18**

---

**UPDATED: DECEMBER 2018**

### **This report addresses the following areas:**

- Chalfonts Community College's funding allocation for the current academic year 2017/18
- Details of how we intend to spend this year's allocation (2018-2019)
- Details of how we spent the previous year's allocation (2017-2018)
- How last year's allocation made a difference to the attainment of the pupils who benefited from the funding

### **YEAR 7 LITERACY AND NUMERACY CATCH-UP PREMIUM ALLOCATION FOR THE CURRENT ACADEMIC YEAR**

Prior to September 2016, the literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve at least level 4 in reading and/or maths at the end of key stage 2. From September 2016, the funding is no longer directly connected to student achievement, instead schools now receive the same overall amount of Year 7 catch-up premium funding they received in 2015/16 but adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the January 2017 census. We are currently awaiting confirmation of the allocation for this academic year, but for 2017/18 academic year, the school received £19,431.

### **INTENTIONS FOR THE CURRENT ACADEMIC YEAR 2018/19**

#### **Teacher-led literacy and numeracy intervention**

- For students in both Year 7 and 8 who are underachieving in basic literacy skills, staff (including qualified teachers) from the Learning Support team will deliver timetabled sessions with an LSA supporting. These students will form the Accelerated Learning Group (ALG) The teaching is bespoke throughout the whole academic year and has been running successfully for many years and we aim to expand on our provision by training more staff to deliver tailored sessions help the ALG make better than expected progress.
- The ALG will follow the same schemes in Literacy as the rest of their peers so that transition into normal lessons runs smoothly.
- Assistant Principal will oversee the small group tailored coaching sessions for mathematics. These will run weekly away in a non-classroom setting (in our big Café). These sessions will be delivered by Year 11s and 6<sup>th</sup> formers along with direction from our PGCE beginning teachers
- Purchase Dragon Dictate software
- 1-2-1 support through a specific intervention tutor

#### **Literacy and numeracy interventions delivered by the Learning Support team**

- About 20 students will be selected in January 2019. This will be 1-2-1 intervention based on their specific learning needs. Some students will have support with reading whereas others with get help with comprehension skills and so on.
- Deployment of multiple Learning Support Assistants (LSAs) to deliver small-group intervention

## ***"Success is an Attitude"***

### ***We are committed to Keeping Children Safe In Education***

- Purchase of intervention resources (including 1:1 ICT programmes for students with weakest literacy levels, laptops to take home to support with homework with specific software installed)
- Software: Read and Write. This software reads out the text for students and highlights words to emphasis tone etc. Staff have been trained in using this software.
- Deployment of specialist teacher along with an Assistant Principal to monitor and evaluate programme effectiveness.
- This accounts for the majority of the catch up funding

### **Literacy Enrichment Activities**

- Weekly intervention sessions run by the Head of Faculties (English and PE) – these sessions are on for all students in receipt of the funding and with the help of curriculum leaders (students from Y10-Y13) they are able to provide the 1-2-1 support that most of these students need. The students are able to read with learners and encourage them to read new books each week and then keep a log of what books they have read along with difficulties experienced along the way. The focus is on improving reading age.
- Year 7 author visit for low-attaining year 7 students
- Purchasing of books for the library to attract our weakest readers
- Spelling Bee competitions with an aim to encourage vulnerable students and the less confident spellers. Staff will also partake in these activities to give it a comic edge to take the pressure off.
- 1-2-1 Interviews - The Assistant Principal (KS3) will be interviewing all eligible students each term to check up on their academic progress in English and Maths. This will give students a chance to voice concerns and talk about what they feel they need help with most and whether any resources would help them make better progress.

### **Accelerated Reader**

- Accelerated Reader is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure. This programme was purchased for all key stage 3 pupils with the aim of promoting a reading culture across year 7 to 9. However, the main aim of purchasing this programme was to accelerate the progress of those pupils who receive the catch up funding specifically with reading, which is a skill which determines how well they can access the rest of the curriculum. Their progression is given particular focus. The total cost of this programme was £7500/year

### **SEND Maths Work Group**

- This programme involves mainstream and special schools working together to improve SEND provision in maths. Each Work Group will be formed from at least one special school working with a small group of mainstream schools and will focus on a content area or theme – for example financial education, or deeper questioning – that is relevant to all students. Participants will explore ways to encourage reasoning and the use of manipulatives, providing a different approach to working with SEND students.
- Two members of staff (VRE/ADR) will attend the 3 days over the spring and summer terms and carry out both Independent study and school-based work.
- The Intended Outcomes are that the participants will improve their understanding of the different areas within SEND and the pedagogy that is associated with working with these students. The sessions focus on one broad theme throughout to enable a greater understanding of the connections within mathematics, and to introduce modelling. Classroom practice develops through a series of gap tasks where teachers try out activities to promote depth of understanding, reasoning and fluency; consequently, pupils will develop a deeper understanding of the mathematical ideas and be more confident in their mathematics.

## ***"Success is an Attitude"***

***We are committed to Keeping Children Safe In Education***

### **SPENDING FOR PREVIOUS ACADEMIC YEAR 2017/18**

- Teacher-led Literacy and numeracy intervention
- Student-led Literacy and numeracy intervention
- Literacy interventions delivered by the Learning Support team
- English Y10 Curriculum leaders coordinate homework and literacy lunchtime club
- Deployment of Learning Support Assistants (LSAs) to Maths and English departments
- Educational supplies including computer software
- Access to tailored CPD for two maths teachers to attend a 3-day Year 5-8 Continuity Development Work Group run by the BBO Maths Hub and work with feeder schools.
- Accelerated Reader
- Staffing and cover costs

### **IMPACT OF FUNDING ON STUDENT ATTAINMENT FOR PREVIOUS ACADEMIC YEAR**

#### **Literacy intervention programmes delivered by the Learning Support department**

- Most ALG students made better progress than their peers in mainstream setting.
- By the end of the intervention, ALG students increased their standardised reading scores, bringing most students to within the average range.

#### **Maths department intervention actions**

- The combined actions by the Maths department led to the targeted students within reach of their end of year targets
- Students were assessed at the start of Y7 and then again at the end of Y7. Students made significant progress from the 1-2-1 sessions provided by the sixth formers and our maths specialist who coordinated the sessions. We know this because we gave them the same assessment at the end of the year and the progress made was significant.
- Two maths teachers attended the 3-day BBO Maths Hub work-group and helped deepen students understanding of multiplicative relationships and developed effective models for developing pupil understanding of topics connected to fractions, ratio and proportion. The work-group gave the maths department opportunities to develop greater continuity in teaching approaches across KS2 and into KS3 and in turn help support the least able students develop their maths skills.

#### **English department intervention actions**

- The combined actions by the English department led to the targeted students making above expected progress by the end of Year 7
- With the Accelerated Reader programme students are making progress as tests each term confirm this. Students take out books that pertain to their reading level (irrespective of age)
- Students were assessed at the start of Y7 by one of the English teachers to identify needs and then again at the end of Y7. Students made significant progress from the 1-2-1 sessions.