

Maltby Academy

Year 7 Catch-Up Premium Funding

Introduction:

The DfE has made additional funds available for improving the attainment of our disadvantaged pupils. This grant is known as the Year 7 Catch-Up Premium. The funds are primarily aimed at improving Maths and English levels at key stage 2 (KS2). An allocation is made for every pupil who has not achieved the 'expected standard' in reading or maths during the SATS assessments at the end of Y6 and on census with the secondary school the following October. Previously this was awarded for any pupils who had not achieved a National Curriculum Level 4 (NC L4).

Due to the reform agenda, nationally, we have seen changes to the curriculum and assessment. Previously, pupils achieved typically between NC L2-6 and are now assessed on new more challenging criteria on a scaled score from 80-120. A score of 100 is the new 'expected standard' and presents a greater level of challenge than the previous NC L4.

The DfE have not made it clear how their funding will be precisely allocated. Instead they agreed to match the previous year's funding for each school. So for 2019-20, at Maltby Academy we received a similar allocation as in 2018-19, scaled by the change in pupil population.

This short report summarises how we intend to spend this year's funding and the intended outcomes of the spending and the expected improvements made.

Spending of the Year 7 Catch-Up Premium 2019-20:

Objectives

To support the attainment of pupils who did not achieve the expected standard in English or Maths at the end of KS2 (100+) and aid their progression through the secondary curriculum.

Securing Literacy

We have bespoke provision in place through the Step-Up programme which caters for pupils who enter Year 7 below National Expectation in English (reading, grammar and writing). In addition, many of the pupils in the cohort have broader needs in terms of SEND and are often more vulnerable than their peers. The programme forms one of four bespoke strands and offers in both Year 7 and Year 8. The Step-Up programme is designed to support pupils in rapidly 'closing the gap' on issues related to their literacy skills. It is planned by two experienced English teachers and delivered by an experienced English teacher specialising in SENDAs part of the curriculum offer, pupils follow an integrated, thematic curriculum (different to that of their peers). To further the accelerated progress of this cohort and ensure high standards of academic rigour, the bespoke Step-Up curriculum has recently been enhanced by building the development of literacy skills, as well as content relating to geography, history and the arts, around a text-based curriculum relevant to provision across the Academy. In addition, pupils who access the Step-Up programme still receive specialist provision from Mathematics, Science, ICT and PE. The team also undertake weekly Step-Up meetings, with the assistant SEND-co present, to discuss strategies and pass on concerns and target support in the best way.

The English Investment Curriculum is delivered to these pupils and is planned by the Director of English and a post holder.

The Rise-And-Read project is targeted at pupils who enter Year 7 below National Expectation in English (reading, grammar and writing). Before school pupils read with a member of staff and 6th form volunteers. The intended outcome is that pupils will raise their reading age and become more confident readers. Breakfast is provided and importantly a safe environment is established.

Relax-And-Read lessons have also been introduced, which are differentiated for the Step-Up cohorts and where the whole class reads. This creates a safe and inspiring environment for pupils to grow in confidence, understanding and fluency.

Mini-libraries have been created in classrooms for students to borrow books from. We are also aiming to set up a library space in the school soon. Accelerated Reader packages are currently being quoted. This would be trialled with Y7 and Y8 Step-Up.

An external agency comes into school for two afternoons per week to work with a Step-Up pupil who is also LAC in his English and Step-up lessons.

Securing Numeracy

For those pupils joining the academy below expected standards for numeracy the newly appointed Subject leader and newly appointed Lead Practitioner will work closely with the Subject Specialist for KS3 and transition who leads the Assessing Pupil Progress in Numeracy (APPN) agenda between Maltby Academy and its feeder primaries. These professionals will work to ensure that provision is suitably targeted and as effective as it can be to promote increased numbers of pupils to close the gaps with their peers more rapidly. A Hegarty Maths subscription has been taken out to support learning beyond the classroom. Additionally, Achievement Leaders have been appointed to each year group with the transition to horizontal tutor groups to oversee interventions and pupil progress for each year group.

To raise the progress of pupils not meeting age related expectations from KS2, some Maths teachers will undertake training from the White Rose Maths Hub this year specifically aimed at improving the effectiveness of teaching for Mastery to pupils of lower ability.

A teacher will also be enrolled onto a course put on by the AQA exam board on GCSE Maths: Teaching foundation to less able learners.

TimesTables RockStars has been subscribed to in an attempt to inspire and engage these pupils, making the basic fundamentals of the maths curriculum more fun with a competitive element. This has also improved the confidence of pupils, as has subscribing to the MrCarterMaths primary and secondary packages.

Pupils in receipt of the Catch-Up Premium have also received Maths Watch DVDs from the Maths department to enable them to engage in Maths at home independently and with their families.