

## Year 7 Catch Up Funding

### 2016-2017

The literacy and numeracy catch-up premium gives schools 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.

In 2016 to 2017 schools were allocated the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census. At Chichester Free School we have therefore received £12,000 this academic year.

Schools are required to identify pupils who need extra support from the year 7 catch-up premium, and decide on the best way to use the funding. At Chichester Free School, we have focused on pupils who fell below the expected standard in English and/or Maths at GCSE, as well as pupils we have identified ourselves as having weak literacy, numeracy or reading skills, through our own baseline testing. As advised by the DfE, we have focused our provision on the following three areas: individual tuition; intensive small-group tuition; external services and materials.

Below is an outline of how we used the funding during 2016-2017 and the impact on pupil progress and attainment.

## Literacy

Provision	Impact
Small foundation teaching groups, of 12 pupils.	We have been able to adapt the curriculum for these classes, focusing more on the key literacy skills not secured at Key Stage 2. 65% of pupils in these foundation groups achieved the expected standard for year 7 in their final writing assessment.  65% of pupils in these groups are now attaining the expected standard in all areas of English, whereas 100% were below the expected standard at the start of year 7.
LSA support in foundation groups, bringing teacher, pupil ratio to 1:6.	
Writer's Workshop lessons for foundation groups, using Collins Writer's Workshop resources.  Implementation of PiXL 'no wasted years' resources to support low literacy levels.	
Touch Type training through an external provider.	Significant improvement in handwriting and spelling skills for all pupils involved. 100% of pupils on the programme 'graduated' at the end of the year.
Word Wasp Programme	
Extra English small group interventions; pupils are removed from one language and have extra English in groups of 4-6.	Both of these interventions have resulted in impressive results across the whole year 7 cohort. Specifically for our lowest ability pupils only, who received intervention:  * 80% are reaching the expected standard for year 7 in English, whereas all were below at the start of the year.  * 100% are currently on track to meet their GCSE targets.  * 88% have made expected progress since the start of year 7.
Dedicated full time HLTA in English	
Development of school library; reading focused lessons for foundation groups, completing 'Reading Passport.'	91% of pupils in these groups achieved the expected standard for year 7 in the end of year reading assessment. Reading ages will be reviewed during the first term of Year 8 to assess further impact.

## Numeracy

Provision	Impact
Small foundation teaching groups, of 12 pupils.	We have been able to adapt the curriculum for these classes, focusing more on the key numeracy skills not secured at Key Stage 2
LSA support in foundation groups, bringing teacher, pupil ratio to 1:6.	74% of pupils in these groups are now attaining the expected standard in all areas of maths, whereas 100% were below the expected standard at the start of year 7.
Implementation of PiXL 'no wasted years' and 'Intervention Manager' resources to support low literacy levels.	
Use of Numeracy Ninjas, Doodle and Times Table Rock Stars – both in lessons and through small group interventions at lunchtime.	
Extra Maths small group interventions; pupils are removed from one language and have extra English in groups of 2-3.	Both of these interventions have resulted in impressive results across the whole year 7 cohort. Specifically for our lowest ability pupils only, who received intervention: * 75% are reaching the expected standard for year 7 in maths whereas all were below at the start of the year.
Dedicated full time HLTA in Maths	