

# Year 7 Catch-Up Funding 2015-16

---

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 or maths at the end of key stage 2 (KS2). The intention is that this funding accelerates the progress of these pupils, to allow their attainment in reading / maths to improve.

Castle Donington College received a total of £17,000 for 34 eligible pupils. (Those pupils not reaching the threshold by the end of Year 6, 2014-15). Spending of this funding has been allocated to facilitate intervention in the following ways during the academic year 2015-16:

- **Summer Term Support** in Y6 - continuation of intervention and support following KS2 National Tests in May
- **increased small group support** for pupils in reading and maths
- promotion of **paired reading schemes**

## Expenditure

1. **Summer Term Support (£1,500):** continuation of support/intervention programme for Y6 pupils transition activities, particularly aimed at the lower ability pupils.  
**Intended impact:** ensure a smooth transition for the pupils, to help to accelerate their progress in both reading and maths.
2. **Small groups (£4,500)** in Year 7, the lower ability sets have additional LSAs, and are smaller in size which brings with it a cost for staff to pupil ratios. There is a more widespread cost for this across the school budget, but it is aimed at catch-up for lower ability pupils.  
**Intended impact:** smaller group size will provide extra support time and will allow pupils to accelerate their progress relative to their peers, and catch-up. This will have a positive impact in terms of the reading and maths allows them to better access the curriculum across their subjects.
3. **Staffing (including CPD £10,100):** additional staffing has been deployed to help intervene with lower ability pupils, during both registration and lesson time. Both the English and Maths Departments used this support to provide support to the lower ability pupils. In Year 7 in particular, designated classroom space was made available for small group withdrawal. Specialist staff have been identified to teach the lower ability pupils in year 7 in both English and Maths, and have had appropriate CPD accordingly. The data team track these pupils as a distinctive group, and results are monitored closely and appropriate intervention strategies are agreed and reviewed at fortnightly line management meetings  
**Intended impact:** extra capacity to intervene with these pupils on a 1:1 and small group basis, to particularly help them catch-up with their reading and literacy.
4. **Paired Reading (£500):** interventions including paired reading with Year 9 Pupils, Community groups and available teaching staff and peer support during silent reading during form time.  
**Intended impact:** allow pupils to practise and grow in confidence with reading, to allow them to better access the curriculum across their subjects.

## Impact 2015-16

### Reading

16 pupils on entry were below level 4 for reading (7 of which achieved below level 3 on entry).

- 75% of pupils attained level 4 by the end of year 7.
- 75% of pupils made at least expected progress in English in year 7.
- 63% made better than expected progress in English in year 7, and therefore perform in line with their peers.

### Maths

26 pupils on entry were below level 4 for maths (4 of which achieved below level 3 on entry).

- 73% of pupils attained level 4 by the end of year 7.
- 73% of pupils made at least expected progress in Maths in year 7.
- 58% made better than expected progress in Maths in year 7, and therefore perform in line with their peers.

