



## Catch-Up Funding Report 2018-19

Catch-Up Funding provides schools with additional DfE financial support for Year 7 students who arrive at secondary school having not made expected standards in reading and/or maths at the end of KS2.

The grant is in addition to the main school budget and used to help students 'catch-up':

- to increase the progress of identified students
- to ensure that their attainment is, at least, in line with their peers
- to support the transition of identified students through to their secondary phase

| Academic Year | Catch-Up Funding allocation               |
|---------------|---|
| 2016 / 2017   | £20 000<br>40 students @ £500 per student |
| 2017 / 2018   | £20 101<br>67 students                    |
| 2018 / 2019   | £20 000<br>69 students                    |

### 2018 / 19 Spend Intentions

At Corby Business Academy, Catch-Up Funding is used to provide a dedicated Intervention Teacher (0.6) to work with our additional Nurture Groups in year 7, to provide small group interventions for KS3 during the school day and for Literacy and Numeracy sessions for Years 7 and 8 after school.

Parents and Carers are kept informed through initial communication home, outlining the intervention, a contact email for queries or concerns and an exit 'pupil-passport' (for staff, students and home) with regards to strategies for continued improvement.

### 2018 / 2019 - Year 7 upon entry: 69 students eligible for CUF

- Reading: 57 students with a score below 100 or showing as B
- Numeracy: 54 students with a score below 100 or showing as B
- Both: 42 students with a score below 100 or showing as B in both Reading and Numeracy

FFT / BWT / CBA interventions set at £30 per hour, £10 per 20 min, £0.50 / min.

From September 2018, impact of interventions is largely tracked (and costed) through NGRT entry (3A) and exit (3B) tests in addition to the normal reporting cycle.

Weekly LMMs are held to consider the impact of Literacy Intervention, led by a member of SLT with named responsibility.

The Nurture Group provision is designed to support those students who are identified from KS2 transfer data and through CBA assessment to be making significantly slower progress than their peers. The aim of the nurture provision is to equip students with relevant literacy and numeracy skills (and the necessary resilience) in order to make accelerated progress during Year 7.

The number of students in each Nurture Group is limited. Students are taught by a primary trained teacher (0.6) and supported by a dedicated LSA. Students in this group follow the same scheme of work and skills as their mainstream counterparts; however it highly differentiated to meet the needs of the group.



1:1 and small group interventions support students who have yet to meet identified core skills and are delivered by a dedicated 0.6 intervention teacher. They will leave with a Pupil Passport to inform teachers and parents / careers of progress and strategies. From September 2018, entry (3A) and exit (3B) NGRT tests will monitor improvement in Reading Ages.

The Accelerated Reader Programme is designed to encourage independent reading practice while promoting reading for pleasure. ARP closely monitors students' progress in reading fiction for comprehension and understanding. Students read fiction, take a quiz and get immediate feedback on their understanding of the text whilst staff closely monitor a student's improvement in reading comprehension through increased Reading Ages. ARP is based in the Library and accessed through a weekly Library lesson, 4150 quizible fiction books and dedicated Librarians to encourage and support reading.

## 2017 / 2018 Spend and Impact Review

Year 7 upon entry: 67 / 191 arrived with a combined score below 100 or showing as B

| 2017 – 2018 Review  | Evidence of Impact   | Renew   |
|---|--|---|
| Small Group Interventions (SGIs)  | <p>67 students joined Year 7 with a combined English and Maths fine point score of less than 100 and received SGIs.</p> <p>By Summer 2017 the Maths end of KS4 predictions for these students were:<br/>                     21%=grade 2<br/>                     22%= grade 3<br/>                     11%= grade 4<br/>                     46%= grade 5+</p> <p>By Summer 2017 the English end of KS4 predictions for these students were:<br/>                     31%= grade 3<br/>                     18%= grade 4<br/>                     51%= grade 5+</p> | <p><b>Yes:</b><br/>                     Numeracy (inc. Numicon below) and Literacy will continue to be addressed for identified SEN students through LSA lead support during lesson time. SISRA suggests that +78% of this student group are now expected to attain 4+ in their final Maths outcome. Peer mentoring will continue for Numeracy during tutor time.</p> <p>Additionally, students with an identified RA of &lt; 10 will get Literacy SGI during the school day.</p> <p>Costings tracked (as above).</p> |
| 'Talk the Talk' Workshop – external, verbal > written communication programme | Difficult to measure impact - appears that 5 / 24 showed some improvement.   | <b>No:</b><br>Insufficient impact and value for money.  |
| Numicon   | Numicon is successfully used in unit provision and within local Year 6 teaching. We want to use this best practice to accelerate progress of Year 7 students in Maths who are not making expected progress.  | <b>Yes:</b><br>expand use of this resource from the unit into mainstream SGIs. Current data on the group suggests that 63% of targeted students expected to attain a 'strong pass' in Maths at the end of KS3.  |
| Term 6 - Summer Intervention  | Attendance was an issue: only 50% attended, half of them made progress. Shift to in-school intervention esp. Numicon in SGIs   | <b>No:</b><br>although working with our feeder schools will be part of our strategy, it will be in a different guise.   |