



Trinity School

Year 7 Catch-Up Funding Impact Statement 2016 – 2017

The Year 7 Catch-Up Funding is a government initiative that provides additional funding designed to target resources on those students who have not achieved a scaled score of 100 – the expected standard at the end of Year 6 - in Reading and/or Maths. Last year the Department for Education (DfE) provided us with an additional £500 per student so that we can deliver extra support to help these students to “catch up” and we received £18,274 in Catch-Up Funding although there was a larger proportion of students who the funding will apply to.

Details of how Trinity School used this funding to support these students and the impact this has had are outlined below:

Initiative	Strategy	Intended Impact	Estimated Impact and lessons learned
Catch Up Reading	Use of Learning Support Assistant time to deliver catch up reading programme to students	Average reading age to increase between 6 and 12 months.	Very Good: The cohort of 29 students (below the standard score of 100 at KS2) improved their reading ages by 8.4 months on average. This is a supportive intervention worked with through LS and it helps to give students confidence, too. We will continue with this intervention. Where this has not been successful with individuals, further intervention has been brokered.
Use of IDL	Use of literacy programme in Learning Support to improve comprehension	Average comprehension age to increase between 6 and 12 months.	Very Good: The cohort of 27 students (below the standard score of 100 at KS2.) Improved their comprehension ages by 12.6 months on average. As above this gave greater confidence for students to engage with comprehension tasks in other subjects. We will continue with this intervention. Where this has not been successful with individuals, further intervention has been brokered.
Sound Training in Reading	External provider to deliver phonics and spelling training	Average reading age to improve by approximately 6 months over the 6 week course.	Very Good: From the 18 students that took part, all students except one improved their reading age. There was an average increase of 28 months for the group. This is a good intervention to kick start students' love of reading and it gives them confidence when back in class once they know their improvement. We need to consider follow up with the targeted students in year 8, perhaps through one to one.
Accelerated Reader (AR) programme	Use of library staff to deliver AR programme	Year 7 to be brought up to expectation in reading ages: averaging a 6month gain in a 6 month period.	Very Good: Year 7 averaged a 10 month climb in the 8 months between Sept and May; Year 8 averaged 6 months in the 8 months. AR is known to impact nationally and this is the same for us too. We will continue this approach and tweak the teaching of this through CPD to get the best from it.

Year 7 One to One	Use of qualified staff to deliver 12 week One to One Maths and/or English to students	Targeted Year 7 students make good progress in both Maths and English towards their challenging flight paths.	Good: In English 69% of all students were on flight path. For the lower prior attainment group 78% of students reached or exceeded their flight path. In Maths 68% of students were on flight path. For the lower prior attainment group 56% reached or exceeded their flight path. There has been more success with English than Maths and we will put more intervention into this group when in Year 8 to support further. For the EHCP students supported in the Home Groups, a higher proportion of students reached or exceeded their flight path (80% in English and 90% in Maths.)
Extension of CPD for maths teachers	Wider dissemination to maths teachers teaching LA classes from course attended by TLR holder last year	Year 7 students make at least expected progress – reaching 2-3 steps of progress in year in Maths.	Average. Maths catch up training happened in T and L meeting. The focus was specifically for Key Stage 3. Maths teachers are now teaching some Home group sets so this has proved useful. We are yet to see impact from this. Some monitoring of the LA and Home groups in Maths will be needed to ensure that these strategies are used and assessed for impact.
Maths Mindset Problem Solving Day	Delivery of external programme to wider cohort as increased numbers of Year 7 cohort not meeting expected standard in Year 6	Year 7 students make at least expected progress – reaching 2-3 steps of progress in year in Maths.	Average: There was positive qualitative data from student voice, however this was not sustained. The growth Mindset messages have been kept up through whole school initiatives We will not do this again but will invest instead in the longer term impact of CPD in Maths in relation to problem solving.