

Catch Up Fund Statement 2018 to 2019

Background

In 2013, the Government introduced the Year 7 Catch-Up Fund. In 2016 to 2017 the government have allocated funding to schools on the basis that they receive 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 the year 7 cohort between the October 2015 and the October 2016 school censuses as follows:

(the number of year 7 pupils recorded on the October 2015 school census) divided by (the number of year 7 pupils recorded on the October 2016 school census) multiplied by the 2015 to 2016 allocation. As such in 2017 to 2018 the Academy received £39,000 and the money was used for the following interventions.

**In 2018 to 19 the same formula will be used to allocate money.
Outwood Academy Acklam is expected to receive £42,761**

In 2018 to 19 Outwood Academy Acklam will strive to attain the highest standards and ensure inclusion and equal access for all learners. A wide range of provision and intervention strategies will be offered to enable all learners to engage in learning and do their best. In deciding how we spend the Year 7 Catch-Up Fund, we focus on students that are identified as requiring support by using KS2 data and the Academy reporting system Praising Stars© in early October to identify students who are not making the required progress in both English and mathematics. As such the Academy reserves the right to allocate the Year 7 Catch-Up Fund to support any students or groups of students the Academy has identified as needing additional support in English or mathematics to achieve improved outcomes in learning.

In allocating this fund consideration will be given to those students who:

- Have not made the required progress in reading and/or mathematics at Key Stage 2
- Praising Stars© shows that they are currently not making the required progress
- Further psychometric assessments are carried out if further information is needed to identify if a child has SEN. This is part of the new SEND code of practice where early identification is of paramount importance.

Year 7 Catch-Up Fund Related Activities for 2018-19

Intervention	Detail
Accelerated Reader	The programme provides an advanced monitoring database that interprets comprehension skills, reading progress and estimates reading ages for each student. The Academy already has evidence of significant progress in student's estimated reading age across different ages and abilities and continues to support and invest in a wide and varied number of reading resources.
Reciprocal Reading	Reciprocal Reading refers to an intervention whereby students can develop their reading and comprehension skills. Students will read as a group taking turns and will pause at the end of each page to reflect on what they have read. This gives students the opportunity to summarise, ask questions, clarify and predict what may happen next. This activity is teacher-led however we also try to build independent by training the students taking part to also lead groups.
Lexia	When students who have achieved below the expected standard of 100 in reading also have a SEND need relating to literacy, we use Lexia to promote the development of fundamental literacy skills. The programme has five levels and responds to the user to ensure that students are working on areas they struggle with rather than those they have secured
Times Table Rockstars	Times Table Rockstars is an interactive programme which tests student's multiplication ability. Times tables are a fundamental skill in mathematics and underpin so much of the curriculum that securing these is vital to secure progress. Students are tested on their times tables and the programme responds to the user concentrating on tables they have not yet secured through repetition and reinforcement.
Numeracy VMG	Students in the numeracy VMG work with a primary trained maths specialist every day for a short, high impact session working on basic skills and numeracy issues. The areas of weakness identified from lessons and exams are intervened with in this session along with constant recap of key skills. All students within this group have a score below 90 or have come into the school without a score and identified as needing numeracy intervention.
Literacy VMG	Students in the literacy VMG work with an English specialist every day for a short, high impact session working on basic skills. The areas of weakness identified from lessons and exams are intervened with in this session along with constant recap of key skills. All students within this group have a score below 90 or have come into the school without a score and identified as needing literacy intervention.
121 Numeracy Intervention	Students who are require extra support in a smaller group have been identified to work with 121 tutors. They work with these tutors on basic skills and areas that they are struggling on, as identified from teachers and exams.

Impact to date (intervention is still on-going)

Outwood Academy Acklam will identify Y7 Catch-up students from the KS2 SATS of the September 2017 intake.

In 17-18 financial year, Outwood Academy Acklam received £39,000 Y7 Catch-up premium. We identified Y7 students (academic year 17-18) who did not achieve the expected scaled score of 100 in either reading or maths.

In 17-18 financial year, this funding was used towards Accelerated Reader books, 1:1 tuition and a proportion of Teaching Assistant salaries.

Evaluating the Effectiveness

The internal reporting Praising Stars© system is always used to assess students' progress throughout the year.

Current Year 8 students who arrived having not achieved expected standards at KS2 are now achieving as follows:

students where KS2 expected standard not met	Emerging	Developing	Achieving	Exceeding	Excelling
English	11.28%	42.86%	41.35%	4.51%	0.00%
Mathematics	14.29%	49.62%	24.81%	10.53%	0.75%