



Sandbach School Catch Up Funding Statement

2016/2017

Year 7 Catch-up funding - National Context:

The DFE provides additional funding to schools for year 7 pupils who have not achieved the expected standard in reading and/or maths at Key Stage 2. All state funded schools receive an additional £500 (maximum) for each of these year 7 pupils. This funding is not ring-fenced, however there is an expectation that pupils are given the support required to ensure that they are more likely to succeed 'at secondary school.'

Sandbach School:

Sandbach School received £16,842 for 2016-17. This additional grant has been primarily used to target support in small groups and for individualised provision in order to accelerate the progress of the students concerned.

Targeted Support

Use of small group teaching and primary teaching techniques helps build up a strong skill base, giving pupils a toolkit of skills that allows them to access the mainstream curriculum more effectively.

Literacy and Numeracy Support

Students in Year 7 not at the expected level in literacy or numeracy were supported in three tiers in 2016-17

- 1) Four students had an exceptional need with SATs scores well below the minimum Scaled Score of 80. These students were provided with a personalised curriculum to ensure that their literacy and numeracy levels were accelerated in preparation for a broader range of subjects. These students did not attend mainstream lessons in RE, Geography, History, English, and Maths, and instead were taught in small group tuition to develop their skills and knowledge in these subjects.
- 2) Five students who also achieved close to 80 in their SATs scaled scores accessed considerable intervention with 'Challenge 7' sessions, the Fresh Start literacy programme and SOS Spelling. These were used to develop spelling skills and writing by sustained scaffolding of key concepts and skills including phonics, writing structure punctuation, comprehension, genre, tenses and extended writing skills.
- 3) A further 20 students accessed extra sessions to develop their literacy and numeracy.

Literacy: 'Reading Buddies' enabled students to develop their skills with one-one sessions with sixth form students. This was supplemented by the Accelerated Reader programme which builds reading skills in a structured programme of reading and reviewing both fiction and non-fiction and Read Write Ink, Fresh Start Programme.

Numeracy: 'Sum Buddies' used a similar model to develop confidence and skills for numeracy. Numeracy Group and one-to-one sessions were used to target students with low confidence in numeracy. Their aim was to enthuse and build confidence for using maths in everyday situations. Sessions focused upon developing functional numeracy skills and scaffold support for the basic skills of handling numbers including adding, subtraction, multiplication, division, decimals and fractions, and working with time.

Additional Resources and Support

Support sessions for students with low confidence and low success rates in completing homework was provided through the provision of an SEN Learning Mentor, home-learning and games clubs and SWITCH club, a social skills development programme. In addition half termly Parent Partnership Forums supported both parents and students in accessing provision at school. The impact of the Year 7 catch-up funding was evaluated through the school's data and assessment routines, where test scores, attitude to learning, attendance, behaviour and homework were analysed for patterns and trends. If appropriate, support was adapted at these points in order to meet the student's individual need.

What was the impact of literacy interventions?

The four highest level students are still undergoing a gradual period of transition to ensure that they are school ready and can access the broader curriculum. These students now access history, geography and RE lessons, and have been assessed using the same class tests as their peers. 60% of the second tier students have moved off the intervention programme and continue to move toward being 'functional readers'.

What was the impact numeracy interventions?

Of the total of 20 students on the SUM buddies programme, 85% of these achieved expected progress in their test scores by the end of the year. The remaining three students have continued on a mentoring and intervention programme moving into Year 8.

Signed: _____ Date: _____
Headteacher

Signed: _____ Date: _____
Governor