



**FURNESS**  
ACADEMY

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*Year 7*

*Catch-Up Premium 2018*

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## What is Catch-Up Premium?

The Literacy and Numeracy Catch-Up Premium gives state-funded schools additional funding to support year 7 pupils who did not achieve the government's expected standard in reading or maths at the end of key stage 2 (KS2).

The 'expected standard' is derived from the scaled scores achieved by students in Year 6 National Curriculum tests (SATs) in mathematics, English reading and English grammar, punctuation and spelling.

A scaled score of 100 will always represent the 'expected standard on the test. Students scoring at least 100 will have met the expected standard on the test. The Catch-Up Premium is provided to secondary schools to support them in ensuring that every child in Year 7 who do not meet the 'expected standard' in mathematics and English can be given additional support.

## Allocated Funding

In 2017-18, Furness Academy received £12,175 in Catch-Up funding. This amount now allocated on the basis that schools receive the same overall amount of Year 7 catch-up as they received in 2016-17 but adjusted to reflect the change in size of the Year 7 cohort between the October censuses.

The Academy will receive its 2018-19 allocation on 1 March 2019. We anticipate that this figure will be around £12,000.

## Identifying and Supporting Catch-Up Premium Students

The Academy uses the detailed breakdown provided in the 'Question Level Analysis' function of the ASP (Analyse School Performance) service to identify the specific students in which the new Year 7 students have not reached the expected standard. This information is then used by the SENCO, Head of mathematics and English to tailor the provision for these students to meet their needs and accelerate their progress in mathematics, reading, grammar, punctuation and spelling.

### **The Bridge** - Catch-Up programme

The Bridge is where eligible 'Catch-Up Premium' students are withdrawn from certain curriculum subjects (non-core) and taught intensively for seven periods a week within a primary style provision in the Academy. This small group setting enables trained staff (HLTA's, Teachers and SENCO) to work with them intensively to develop their basic reading, writing and mathematical skills.

Students receive this intensive intervention for one **half** term, with mid-point assessments taking place to ensure that the strategies being employed are effective and to allow the teaching staff to adapt their planning accordingly to each student's progress. The group of

students eligible are on rotation throughout the year, with the lowest scoring (in the Academy's formal baseline assessments) being prioritised on the first rotation.

For those students who require ongoing intervention to help them to make progress, longer-term withdrawal from MFL facilitates additional curriculum time for literacy and numeracy development. This group is known as the STAR group.

## English

In addition to the bespoke Bridge Provision, the IDL reading programme is used to develop single word reading and spelling skills and students who are identified as requiring this will get this as an addition to the support from the Bridge. Smaller class sizes in the lowest set English groups in Year 7 also provide additional focus and are supported by Teaching Assistants.

## Maths

Smaller class sizes in lower set maths in year 7 also help to provide the extra support and attention that students who are eligible for Catch-Up Premium may benefit from this equates to 4\* 50 minute sessions.

Funding Allocation 2017-18		Funding Allocation 2018-19(Anticipated)	
£12,175		£12,000	
Number of Eligible Students		Number of Eligible Students	
English: 66	Mathematics:59	English: 99	Maths: 60
Spending Plan – The Bridge*		Spending Plan – The Bridge	
Set up and Implementation of the Bridge provision. – SENCO, AHT, Teacher in Bridge – visited other Academy's to see similar provision in practice. Time in setting up Furness Academy Bridge provision. <i>(not included in total amount but a significant amount of time was given to ensure set up done correctly)</i>		The Bridge provision reviewed and adapted to include year 8 and the STAR group – SENCO & AHT (curriculum design). <i>(Significant time spent designing the curriculum model; this is not included in total amount.)</i>	
<b>Maths HLTA salary</b> contribution to run The Bridge provision £ 6,000		<b>Maths HLTA salary</b> contribution to run The Bridge provision £ 6,000	
<b>English Teacher salary</b> contribution to run The Bridge provision £8,000		<b>Maths Teachers</b> contribution to run The Bridge provision £4,000	
<b>TA salary</b> contribution to support the weakest Bridge cohort. £2,000			

<p><b>HLTA salary</b> contribution to facilitate ongoing intervention beyond The Bridge. £3,000</p> <p>Resources for set up of The Bridge- £800</p> <p><b>SENCO</b> salary contribution to monitoring, tracking and review of The Bridge provision £ 5,000</p> <p>IDL licence and maintenance - £550</p> <p>Accelerated Reading programme contribution - £500</p>	<p><b>HLTA salary</b> contribution to facilitate ongoing intervention beyond The Bridge. £4,000</p> <p>Resources for The Bridge- £500</p> <p><b>SENCO</b> salary contribution to monitoring, tracking and review of The Bridge provision £ 3,000</p> <p>IDL licence and maintenance - £550</p>
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\*Implementation of The Bridge provision started September 2017

## Impact of Catch-Up Premium Spending 2017-18

Of the students who accessed The Bridge provision in 2017-18, 76% graduated from the provision having mastered the baseline KPIs. The remaining 24% were students identified at primary school as having significant needs – some with severe/profound difficulties for whom ‘catching-up’ is more of a challenge, with special educational provision being extensively required. Whilst these students undeniably made progress, a by-product of The Bridge provision has been to identify a cohort which requires ongoing intervention in both literacy and numeracy; this has been created via the **Star group**. Those students who were most successful within The Bridge were those who narrowly missed attainment targets at KS2 and provision in 2018-19 has been adapted in order to allow early access to the scheme for these students.

Progress made within the core curriculum following students’ return from the bridge, based upon their starting points is outlined below.

Above (blue) = **Making more than expected progress – 9%**

Expected (green) = **Making expected level of progress – 85%**

Poor (red) = **Making significantly less than expected progress – 6%**