

Academic Year 2017-18

Year 7 Catch-up Support

We will receive funding for all learners who are below age related expectation in year 7. We need to ensure that we have a well-considered approach to providing appropriate catch up support that is value for money.

Literacy catch-up

What are the barriers?

Some students will arrive at Beauchamp in year 7 without the required levels of literacy to access the curriculum.

Greg Brooks – *What works for children and young people with literacy difficulties? 5th edition (2016)* examines evidence related to the multitude of existing literacy interventions, including those aimed at the point of transition.

Brooks is absolutely clear:

Ordinary teaching ('no treatment') does not enable children with literacy difficulties to catch up. For the evidence on this, see the third edition.

Implication: Although good classroom teaching is the bedrock of effective practice, most research suggests that children falling behind their peers need more help than the classroom normally provides. This help requires coordinated effort and training.

What are the strategies will we employ?

Quality first teaching for all students. We need to make sure that our provision for accessing the curriculum is excellent for learners at all levels of attainment on entry. We need to make sure that curriculum content is delivered in an appropriate and accessible way.

There needs to be a whole school approach to 'wider reading' focused on generating a love of reading for all learners.

We will need to test students on entry to identify specific need. Some students will require catch-up with Phonics training. Phonics catch-up should not be more of the same, it must be age appropriate, build on what has gone before and include some development of comprehension.

For some students, the phonics catch up will not be sufficient. They will require additional work on comprehension. Some students are likely to require support for spelling and handwriting.

Numeracy catch-up

What are the barriers?

Some students arrive at Beauchamp College without the required level of numeracy to access the curriculum. They require focused support from a specialist member of staff to help with their understanding of challenging mathematical concepts.

What are the strategies we will employ?

Having considered the DFE document *Literacy and Numeracy Catch-up Strategies* (updated in November 2017) it is clear that prioritising Mathematics to be taught early in the day can have an impact on overall effectiveness – we will ensure that all year 7 maths lessons are taught in the morning. Projects such as the Future Foundations programme focus on high staff to pupil ratios in summer school or Saturday school provision. We have been fortunate to be able to trial high ratio staffing in 3/5 curriculum lessons for those students with low prior attainment in Maths. We feel

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this will be of greater benefit than Saturday school or summer school provision, because it ensures access to the mainstream curriculum. We will measure impact over the course of the year and reflect on the effectiveness of this approach.

Quality first teaching

Nurture programme in English:

Programme	Cost	Provision
Nurture group English	MPS 3 with on costs £32644 (Approx £26 ph) 10hrs x 38 weeks £9880	Smaller teaching group for less able students. Adapted approach, designed to enable access to the same curriculum. Students will develop the same skills using different resources. Lessons will take place in the morning.

Support group in Maths:

Programme	Cost	Provision
Support group Maths	MPS 3 with on costs £32644 (Approx £26 ph) 10hrs x 38 weeks £9880	Smaller teaching group for less able students. Adapted approach, designed to enable access to the same curriculum. Students will gain develop the same skills using different resources. Lessons will take place in the morning.

This spend is accounted for in other areas of the school budget

Interventions

Wider reading (SFL)

Programme	Cost	Provision
Wider reading programme	Initial set up costs: £1000 resources Staffing costs: Literacy coordinator time	Shared reading – Joe All Alone, Story telling festival

Phonics (KMP)

Programme	Cost	Provision	Effect
Read Write Inc. Fresh Start 2017	Initial set up costs: £2600 resources Staffing costs: 3 hours per week HLTA approx. £1000	2 x 20 min sessions per week – 2 groups	Useful – remarkable dependent upon time allocated.

Numeracy (BH)

Programme	Cost	Provision
High ratio staffing	Staffing costs: 6 hrs x 38 weeks £5928	Additional staffing present in support classes.

<i>Wider reading</i>	<i>£1,000</i>
<i>Phonics</i>	<i>£3,600.00</i>
<i>Numeracy</i>	<i>£5,928</i>
<i>Total costs</i>	<i>£10,528</i>

Impact

Students benefit from targeted support in Maths and English, alongside specific literacy interventions. They are provided with guidance enabling them to succeed in the wider curriculum, enabling them to perform at a higher level than their peers, relative to their expected attainment pathway.

	All	Numeracy (Below 95)		Literacy (Below 95)	
Number	240	39	15	32	13
EAP Diff > -0.2	80%	83%	86%	91%	100%
EAP Diff > 0	74%	75%	86%	84%	93%

Year 7 Catch Up Premium Update June 2018

Below 95 Cohort

Literacy catch up

Progress	
Below	3
On track	3
Above	9
Total	15

Attainment					
b	b+	w	w+	s	s+
1	3	1	5	4	0

- Supported students are making progress at least in line with their peers.
- There are 3 students who have been identified for continued literacy support into year 8.

Numeracy catch up

Progress	
Below	6
On track	4
Above	3
	13

Attainment					
b	b+	w	w+	S	S+
1	5	7	0	0	0

- A majority of those 'below' are -1 sub level below their expected grade.
- 85% of students in this cohort made expected progress between Autumn 1 and Summer 1.
- 6 students have been identified for small group support with particular mathematical concepts.

95-99 Cohort

Literacy catch up

Progress	
Below	2
On track	6
Above	3
Total	11

Attainment					
b	b+	w	w+	s	s+
0	0	0	5	5	1

- Supported students are making progress at least in line with their peers.

- 2 students have been identified for further individual support from their English teachers going into year 8.

Numeracy catch up

Progress	
Below	10
On track	1
Above	1
	12

Attainment					
b	b+	w	w+	S	S+
0	3	7	1	0	1

- 83% of students in this cohort made expected progress between Autumn 1 and Summer 1.
- Some students have not yet reached our high expectations.
- The Maths team have been able to identify specific topics requiring further development with this cohort and are working to build these fundamental skills with the students, particularly with the 10 identified as 'below' target.

Independent to catch-up, we piloted a wider reading challenge through the college library. 10 students have secured a Bronze award for reading 8 books in the year. The revised rewards system for 2018-19 hopes to foster a love of reading; to secure a Bronze award, students are encouraged to read at least 10 books over the year.