



## Year 7 Catch-up Funding Report for Bilbrook Middle School: September 2020

### Overview

Year 7 Catch-up Funding was provided by the Department for Education in addition to the main school funding. The funding was for schools to spend on Year 7 students who did not reach the expected standard in Reading and/or Mathematics in their Key Stage 2 tests in order to improve their literacy and numeracy skills so they can succeed in Key Stage 3 and 4.

**Funding:** In 2019/20 the school received £5,660. In 2020/21 we will not receive any funding.

### What were the objectives for Year 7 Catch-up in Bilbrook Middle School in 2019-20?

1. Year 7 Catch-up Funding will be used to provide additional educational support to improve the progress and raise the standard of achievement for students who did not reach the expected standard in their Key Stage 2 tests in Reading and/or Mathematics.
2. The funding will be used to increase the rate of progress for these students so they reach the expected standards in Reading and Mathematics during Year 7.

### School policy

The Executive Headteacher and Governing Body have agreed a policy for Year 7 Catch-up Funding to guide the use of funds and to ensure that it represents value for money.

### Accountability

The Executive Headteacher and Senior Leadership Team will regularly and rigorously monitor, evaluate and review the strategies that are put in place and report to the Governing Body on its progress and impact.

### Evaluation of impact for 2019/20

At Bilbrook Middle Year 7 Catch-up Funding has been used to increase rates of progress in Reading and Mathematics so students quickly reach the expected KS2 standard and then move beyond it.

Measures – No. children not at the EXS KS2	2019/20		Impact
	Y6	Y7	
Reading	13	7	+46%
Writing	10	7	+30%
Maths	11	5	+55%

The table above shows that the Year 7 Catch-up Funding had a positive impact on learning.

In Reading 13 students did not meet the Expected Standard at the end of Key Stage 2, and now there are 7 students who are not currently meeting Age-Related Expectations. This shows an uplift of 46% of children making accelerated progress.

In Writing 10 students did not meet the Expected Standard at the end of Key Stage 2, and now there are 7 students who are not currently meeting Age-Related Expectations. This shows an uplift of 30% of children making accelerated progress.

In Maths 11 students did not meet the Expected Standard at the end of Key Stage 2, and now there are 5 students who are not currently meeting Age-Related Expectations. This shows an uplift of 55% of children making accelerated progress.

This academic year the amount of support given to those students who did not meet the Expected Standard at the end of Key Stage 2 is shown below:

### Funding statement for 2019/20

Actions	Costs
2 hours of small group English tuition with a HLTA	£1,200
5 hours of support within English lessons from HLTA	£1,500
2 hour of small group Maths tuition with a HLTA	£1,200
5 hours of support within Maths lessons from HLTA	£1,500
Attendance officer to monitor attendance	£500
Software, to include TT Rockstars and GL Screening	£500
<b>Total Money Receiving</b>	<b>£5,660</b>

The following strategies were adapted and put in place due to lockdown and Covid restrictions

Action	Strategy	Impact
Work with VIP EDC to make sure all pupils are able to complete work at home.	Daily registers to identify online learners and contact with the form tutor.	Any pupils not attending registration is contacted by phone. If no response then a home visit is organized. Any pupil not able to access the work has either collected the pack from school or school has delivered it to them.
Online resources tailored to catch up pupils.	Pupils were identified by their class teachers and support material provided for them.	Catch up pupils were able to continue with support which was individually planned for them. They could send it back to teachers and get feedback.
Live online lessons by teachers	To provide pupils with 3 hours of learning each day with a focus on core subjects.	Staff were able to provide the curriculum to children to minimise lost learning time.
Pupils given IT support or resources to access work from home.	Resources allowed pupils to keep up with the live online lessons, download work and then send in to be marked.	Pupils were able to access online learning and engage with the same learning as their peers. Laptops and equipment were distributed to help pupils' access online learning.

Key worker support and small groups with a TA	Key worker groups split into smaller groups with specialist support for English and Maths	During lock down where key workers were attending school, the curriculum was followed.
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