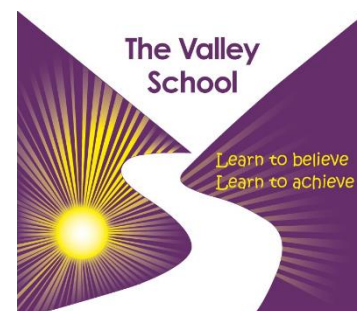


CATCH-UP FUNDING FOR YEAR 7 STUDENTS 2019 – 2020

THE VALLEY SCHOOL

INTRODUCTION

The Year 7 Literacy and Numeracy catch-up premium grant 2016-17 was paid under Section 14 of the Education Act 2002. These monies were to pay for extra help for students who needed extra support with literacy and numeracy. Retrospectively this money was allocated to Year 7 students who did not achieve a Curriculum level 4 in Reading and/or Maths at the end of Key Stage 2. However, since 2016 national curriculum levels were abolished in Key Stage 2 tests and scaled scores were introduced.



ALLOCATION OF FUND TO SCHOOLS

With the abolition of national curriculum levels, the DFE decided to allocate schools the same amount of catch-up funding which they received in 2015 to 2016, adjusted to reflect the percentage change in their Year 7 cohort according to the school census. With the abolition of National Curriculum levels, it is now up to schools to identify which Year 7 pupils are in need to extra help with literacy and numeracy. We look at certain factors to ascertain which pupils need intervention such as looking at the Question Level Analysis for Key Stage 2 in RAISEONLINE's replacement ASP.

THESE FUNDS ARE PAID TO OUR LOCAL AUTHORITY ON THE 28TH of FEBRUARY.

IN 2020/2021 THE VALLEY SCHOOL RECEIVED £13,000

It is up to the school to decide how funding should be spent and which pupils will receive extra support.

HOW WE SPENT THIS ALLOCATION AND ITS IMPACT

This funding contributed to the appointment of an extra Learning Partner. (Total Cost £19,761)

- Pupils received additional 1:1 Literacy and Numeracy support to support their learning.
- They received bespoke interventions to meet needs identified in their statement of Special Educational Needs or Education Health and Care Plan.
- They receive booster classes in English and Maths.

EXAMPLES OF HOW OUR PREVIOUS YEAR'S ALLOCATION MADE A DIFFERENCE TO THE ATTAINMENT OF PUPILS WHO BENEFIT FROM THE FUNDING?

Student	Progress English	Progress Maths	Context	Impact
A	Red -Orange	Red - Orange	Red is equivalent to Reception expected competencies Orange is equivalent to Year 1 expected competencies.	1 Whole level of progress in English and 1 Whole level of progress in Maths
B	Red -Orange	Red - Orange	Red is equivalent to Reception expected competencies Orange is equivalent to Year1 expected competencies.	1 Whole level of progress in English and 1 Whole level of progress in Maths
C	Yellow - Green	Yellow – Yellow with 2 sublevels of progress	Yellow is equivalent to Year 2 expected competencies Green is equivalent to Year 3 expected competencies.	1 Whole level of progress in English and two sublevels of progress in Maths
D	Yellow - Green	Yellow – Green	Yellow is equivalent to Year 2 expected competencies Green is equivalent to Year 3 expected competencies.	1 Whole level of progress in English and 1 Whole level of progress in Maths

Name	Reading Age on Arrival	Current Reading Age	Difference in Years	Difference in Years
A	6.1	8.4	2	1.5
B	6.9	7.8	0.00	1
C	6.9	7.2	0.00	0.00
D	7.6	8.0	0.00	0.00

HOW OUR PREVIOUS YEAR'S ALLOCATION MADE A DIFFERENCE TO READING SCORES FOR STUDENTS

From the table above we can see that 100% of the catch-up funding pupils who were tested for reading have made progress from their initial reading test to their latest reading test.

HOW OUR PREVIOUS YEAR'S ALLOCATION MADE A DIFFERENCE TO LEARNING, EMOTIONAL AND SOCIAL SKILLS FOR STUDENTS IN 2020/21

At The Valley School all students are assessed in various categories of learning behaviour; Assessments cover:

Good Learning Behaviour - Positive interest in schoolwork, communicating well in class, staying on task, and coming prepared to learn.

Good Social Behaviour - Respect to staff and peers, respecting property and behaving appropriately in lesson.

Good Emotional Behaviour - Demonstrating resilience, having a positive attitude, showing empathy towards others and being socially aware.

100% of catch-up students made progress in all Learning Emotional and social skills areas. The highest improvement in scores were for emotional responses which is excellent to see in a Special Needs setting.