

St Paul's Catholic High School

Year 7 Catch-Up Funding: Allocation and Strategy 2018-2019

2018-2019 Academic Year

Year 7 Cohort	Number of Pupils eligible for Catch-Up funding	Amount Allocated
135	19	£10, 198 (TBC)

2018-2019 Academic Year

The Department for Education has changed the criteria for the allocation of Year 7 Catch-up funding. Schools will receive, broadly, the same overall amount of year 7 catch-up premium funding, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the census.

Year 7 Cohort	Number of students below the national standard	Number of targeted students	Approx. Amount Allocated
134	English - 36 Maths - 31	24	

In 2016 the assessment for pupils at the end of KS2 was changed from the system of levels to a scaled score. The national standard under the system of levels was level 4. The national standard for the scaled score is 100.

53% of pupils nationally achieved the new expected standard in 2016 when being taught and assessed against the higher standards expected under the new curriculum. Under the previous system, 80% of pupils nationally achieved the standard that was expected under that system.

Statements of Success		RAG		
		Term 1	Term 2	Term 3
To use £				
A	The number of pupils on target to achieve their challenging MEG in English by the end of Year 7*, is in line with national progress benchmarks			
B	The number of pupils on target to achieve their challenging MEG in Maths by the end of Year 7*, is in line with national progress benchmarks.			

**MEG (Minimum Expected Grade) is set using FFT5. This places the performance of pupils in the top 5% of the country and is, subsequently, considerably above the national average.*

Detailed Plan and Spend

The allocation of the Year 7 catch-up funding is based upon a wide base of nationally and internationally recognised research including the EEF Toolkit(Appendix 1) and research undertaken by the Department of Education which can be viewed by the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268031/literacyandnumeracycatchupstrategiesinsecondary_schools.pdf

Strategy	Lead	SIDP Link	EEF Toolkit	Plan	Communicate	Implement	Review	RAG		
								Term 1	Term 2	Term 3
Embed marking and feedback to ensure that it is specific, accurate and impacts upon student performance	MC		9	Sep	Oct	Oct	Jan 19			
Design and implement a tailored CPD programme to ensure high impact teaching and assessment	MC		9 16	Sep	Oct	Oct	Jan 19			
Develop the buddy reading scheme with targeted Year 7 students using Year 11 mentors	DP		21	Sep	Oct	Oct	Jan 19			
Introduce the Accelerated Reader programme with Y7 students	JS ME		6 12 16	Sep	Oct	Oct	Jan 19			
Introduce use of precision literacy programme	TBC		12 30	Sep	Oct	Oct	Jan 19			
Targeted literacy and numeracy intervention support with identified cohorts of students	LM		30	Sep	Oct	Oct	Jan 19			
Delivery of social skills support and development	MS		16 31	Sep	Oct	Oct	Jan 19			

programme led by specialised teacher.										
Delivery of behaviour modification and support programme led by specialist staff or external agencies as determined by need	MS LD		16 31	Sep	Oct	Oct	Jan 19			
Implementation of speech and language intervention	TBC		23	Sep	Oct	Oct	Jan 19			
Development of mentoring programme for Year 7 boys	TBC		15 16	Sep	Oct	Oct	Jan 19	Sep		

Appendix 1. Educational Endowment Foundation Toolkit

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1	Arts Participation		+2 months	Low impact for low cost, based on moderate evidence
2	Aspiration Interventions		0 months	Very low or no impact for moderate cost, based on very limited evidence
3	Behaviour Interventions		+4 months	Moderate impact for moderate cost, based on extensive evidence
4	Block Scheduling		0 months	Very low or negative impact for very low cost, based on limited evidence
5	Collaborative Learning		+5 months	High impact for very low cost, based on extensive evidence
6	Digital Technology		+4 months	Moderate impact for moderate cost, based on extensive evidence
7	Early years intervention		+5 months	High impact for very high cost, based on extensive evidence
8	Extended school time		+2 months	Low impact for moderate cost, based on moderate evidence
9	Feedback		+8 months	Very high impact for very low cost, based on moderate evidence
10	Homework (Primary)		+1 month	Low impact for very low cost, based on moderate evidence
11	Homework (Secondary)		+5 months	High impact for very low cost, based on moderate evidence
12	Individualised Instruction		+2 months	Low impact for very low cost, based on moderate evidence
13	Learning Styles		+2 months	Low impact for very low cost, based on moderate evidence
14	Mastery Learning		+5 months	High impact for very low cost, based on moderate evidence
15	Mentoring		+1 month	Low impact for moderate cost, based on moderate evidence
16	Meta-cognition and self-regulation		+8 months	High impact for very low cost, based on extensive evidence
17	One to one tuition		+5 months	High impact for high cost, based on extensive evidence
18	Oral language interventions		+5 months	High impact for very low cost, based on extensive evidence
19	Outdoor adventure learning		+3 months	Moderate impact for moderate cost, based on limited evidence
20	Parental involvement		+3 months	Moderate impact for moderate cost, based on moderate evidence
21	Peer tutoring		+5 months	High impact for very low cost, based on extensive evidence
22	Performance pay		0 months	Low or no impact for moderate cost, based on very limited evidence
23	Phonics		+4 months	Moderate impact for very low cost, based on very extensive evidence
24	Physical environment		0 months	Very low or no impact for low cost based on very limited evidence
25	Reading comprehension		+5 months	High impact for very low cost, based on extensive evidence

26	Reducing class size			+3 months	Low impact for very high cost, based on moderate evidence
27	Repeating a year			-4 months	Negative impact for very high cost based on extensive evidence
28	School Uniform			0 months	Very low or no impact for very low coat, based on very limited evidence
29	Setting or streaming			-1 month	Negative impact for very low coat, based on moderate evidence
30	Small group tuition			+4 months	Moderate impact for moderate cost, based on limited evidence
31	Social and emotional learning			+4 months	Moderate impact for moderate cost, based on extensive evidence
32	Sports participation			+2 months	Moderate impact for moderate cost based on moderate evidence
33	Summer schools			+2 months	Moderate impact for moderate cost, based on extensive evidence
34	Teaching Assistants			+1 month	Very low or no impact for high cost, based on limited evidence