

Year 7 Catch Up Funding 2018-19

What is 'Year 7 Catch Up'?

The Department for Education (DfE) explains that the literacy and numeracy catch-up premium provides schools with additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2).

It is up to schools to decide how best to use the funding. The DfE guidance advises schools to only select programmes and approaches that they know are effective.

It suggests that the funding could be used for:

- Individual tuition
- Intensive small-group tuition
- External services and materials
- Summer schools that help pupils catch up over a short period of time

Pennine View School received £8024 of funding for the academic year 2018-2019.

We know that the use of 'bought in' interventions have limited accessibility and use for our students and therefore we do not intend to invest in commercially produced products.

Some of the additional funding has been used purchase online subscriptions for English and Maths learning platforms which support the curriculum long term plans and the schools vision of developing independent confident learners.

The majority of the additional funding has been used to improve the quality and breadth of experiences and learning opportunities for our young people to work in smaller groups and 1:1 situations on personalised programmes. The sessions have been targeted to develop their literacy and / or numeracy skills. The areas of work have been identified as barriers to progress through data analysis and pupil progress action planning.

The Education Endowment Foundation research has shown that:

“one to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching.

Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.

Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial”