

**Khalsa Secondary Academy**  
**REPORT TO GOVERNORS FOR Catch-Up SPENDING 2016/17**

**Overview of the school**

<b>Number of pupils and Catch-Up Spending received</b>	
Total number of pupils on roll	<b>11 – 18 (323)</b>
Total number of pupils eligible for Catch-Up	<p><b>24 Year 7 students</b> who did not achieve the expected standard in English reading and/or Maths at the end of key stage 2 (KS2).</p> <ul style="list-style-type: none"> <li>• 21 below 100 in English reading</li> <li>• 14 below 100 in Maths</li> </ul> <p><b>11 students overlap</b></p>
Amount of Catch-Up received per pupil	<b>£500</b>
<b>Total amount of Catch-Up received</b>	<b>£12,000</b>

**What is the Catch-Up Grant?**

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The 'Catch-Up Grant' is a grant given to the school specifically for Year 7 students who did not achieve the expected standard in reading and/or Maths at the end of key stage 2 (KS2).

Pupils who start Secondary School below a score of 100 are at an initial disadvantage because even if they achieve their target grade at GCSE and make the expected levels of progress, they will still be below a grade 4 at GCSE. Therefore, these pupils will require additional support in order to ensure that they consistently exceed their target grade from the outset. Basic skills development in Y7 and beyond, supported by targeted interventions can aid this process.

The government provides this grant so that pupils can be given the relevant, subject-specific support in order that they 'catch up' with their peers and therefore have the opportunity to achieve at least a grade 4 or equivalent at GCSE level. Catch –Up pupils need to exceed their target grade in order to achieve this and it is important that their progress is tracked from the start of Y7 for this reason.

This relatively small group is supported by different areas of the school, including the English and Maths Departments, Raising Achievement Co-ordinator, SEN Department, EAL Department.

In order to maximize fully our provision for these students, we strive at all times to align the creative allocation of resources from other funding streams. E.g. DSEN funding, Pupil Premium funding for disadvantaged students.

<b>MATHS</b>		
<b>Item/Project</b>	<b>Objective/More detail</b>	<b>Outcome/Impact</b>
Supplementary maths club Small group Numeracy support	<p>Weekly sessions for Yr 7s who are struggling with basic concepts and methods in maths i.e. some children have gaps and are working at very low levels. There are two groups on two separate days. Pupils also work on the maths they are currently studying in class; this provides parallel differentiated overlearning. Topics are stripped back to basics with different examples, scaffolding and practical applications to reinforce conceptual development and understanding and confidence to go over the work until it is understood. The process is slow and time consuming but without the gaps being plugged, progress will be limited.</p> <p>Withdrawal for targeted students by an additional, specifically created maths group during tutor time in the autumn term. The students followed a bespoke curriculum focusing on their needs around numeracy.</p>	Over half of the Catch Up cohort were placed in this group - with 62% of the students on or above target by the end of the year. Students were closely monitored and some received additional support to ensure that they maintained their pace of progress.
Times Table Rock Stars and numeracy Ninjas	National programmes used with targeted group in lesson time to reinforce basic numeracy skills	<p>Students' numeracy skills have improved and they are confident in their own skills. Students in the Catch Up cohort have received this programme in their maths lessons.</p> <p>Overall, by July 17, 62% of the catch up cohort were working at or above their target.</p>

<b>ENGLISH</b>		
<b>Item/Project</b>	<b>Objective/More detail</b>	<b>Outcome/Impact</b>
Small group literacy work using Fresh Start	With an English specialist; focusing on reading and writing skills with close attention to specific pupil need and progress.	These sessions helped to identify specific need and liaison with teachers helped them to differentiate effectively for these pupils in their lessons. Of the targeted students, 65% were above target and 100% were on target made in their reading assessment.
Literature group work	Literature support to work on reading for meaning. Includes going over set texts, vocabulary and poetry. Pupils are supported with texts to ensure they understand meanings, characters and plots.	These sessions supported students to gain better understanding of the new vocabulary, what the vocabulary means and how to use vocabulary appropriately in their writing.
Daily morning writing group	The group focuses on basic writing formation and gain speed, with hand eye coordination and focusing on organization and presentation when writing. Special pencils and grips have been provided to strengthen and encourage the tripod grip with bi-lateral positioning and posture to write.	Better formation of letters through improved pencil grip and posture.  Books appear neater and students understand the importance of presentation.
Additional reading support in Accelerated Reader Lessons	1:1 reading with teacher /TA to identify areas of need and support confidence in reading – as part of each AR lesson.	Y7 pupils have become more confident readers and are encouraged to read independently. Understanding is tested by regular comprehension tests – done electronically. 79% of the Catch Up cohort improved their reading age - some significantly, with 5 pupils moving up a whole level for reading.  However, it was felt that Reading Plus would have more impact on reading across the curriculum and this programme will replace Accelerated Reader in 2017/18.
Sound Training phonics programme	Small group phonics, reading and spelling practice with a specialist, supported by a national programme.	One third of the Catch Up cohort were supported by this programme and 76% exceeded their target in reading.

Miskin phonics programme	Small group phonics, reading and spelling practice with a specialist, supported by a national programme.	Half of the Catch Up cohort were supported by this programme from January 2016.  In the Miskin group, 81% exceeded their target for reading as opposed to 64% of pupils not following the programme; leading to the school adopting Miskin over the Sound Training programme in 2016/17.
Y11 prefects reading with Y7	Y11 Prefects reading with Y7 pupils 1:1 in tutor time as part of a whole school community involvement programme.	All pupils reported that this helped to boost their confidence as readers and 67 % of the pupils targeted are now exceeding their target for reading.

Overall, by June 17, 65% of the catch up cohort were working at or above their target.

At or above target in English: 16/24: 67%

At or above target in Maths: 15/24: 63%

<b>Total Costs</b>	<b>£</b>
16% of other dedicated TA's	2,518
Fresh Start	6,580
Homework and Breakfast Clubs	416
% accelerated reader and related interventions	213
% Sound Training	630
Ruth Miskin Programme and resources	2070
<b>TOTAL</b>	<b>£12,427</b>

### **Planned Support for 2017/18**

<ul style="list-style-type: none"> <li><input type="checkbox"/> In English and Maths, strategic grouping of this cohort with specialist teacher for all English and Maths lessons to focus in detail on reading skills, whilst still covering the curriculum at an appropriate pace</li> <li><input type="checkbox"/> Lexia / Reading Plus reading programmes each week</li> <li><input type="checkbox"/> Miskin reading programme for relevant students</li> <li><input type="checkbox"/> Specially designed lessons to hone specific skills and identify areas of weakness</li> <li><input type="checkbox"/> Progress Pit Stop evenings for parents and pupils</li> <li><input type="checkbox"/> Use of additional graduate support teacher in maths to target numeracy and algebra.</li> </ul>
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<b>Total Catch-Up funding received 2016/17</b>	<b>£12,000</b>
<b>Total Catch-Up expenditure 2016/17</b>	<b>£12,427</b>