



Dear Ms Greening,

The Mathematical Association and the Association of Teachers of Mathematics would like to express their concern at the announcement that Year 7 'catch-up' funding is to be frozen and will no longer reflect the number of pupils who haven't made expected progress and who consequently need bespoke support to access the curriculum at an appropriate level.

In previous years, secondary schools have been allocated £500 for each pupil who had not reached Level 4 in Mathematics, English or both. This funding has allowed schools to organise additional support for those pupils, enabling them to make significant progress in both attainment and attitude. Such support has usually taken the form of withdrawal from other lessons within school time, or additional out of school tutoring, breakfast clubs, access to additional online resources and other clubs and activities, so as to minimise disruption to access to the core curriculum.

Last year, 13% of Year 6 pupils were eligible for such support in mathematics as they entered secondary school. The Year 6 National Curriculum test results this year show that 30% of pupils have not reached expected progress in mathematics, yet the funding is no longer allocated per pupil but will simply mirror the amount given to a school last year (with proportional adjustment if the cohort size has changed). At a time when budgets are already overstretched this seems totally inadequate. Schools are expected to work with the same amount of money but cater for more than double the number of pupils. It is not a case of simply making intervention groups bigger as progress has depended on provision of small group, targeted help. We would anticipate that the need will diminish in future years as teachers hone their skills with the primary curriculum and pupils experience more than the final two years of a six-year primary programme, as is the case for young people this year. However, it remains the case that with a challenging new curriculum for Year 7, schools will be unable also to provide the needed intervention for this vulnerable cohort without proper funding.

As associations we are committed to working towards giving every young person the best possible mathematics education, but teachers simply cannot keep giving more without the quality of the rest of their work suffering. Together we represent thousands of teachers of mathematics as well as those working in mathematics who have a concern for mathematics education. We ask the Secretary for State to revisit this decision and consider the negative impact it will have on the pupils involved.

Yours sincerely

for Dr Jennie Golding President, The Mathematical Association 2016-17 and

Anne Haworth, Chair of General Council of the Association of Teachers of Mathematics