



Year 7 Catch Up Premium Report 2015-16



Targeted use of catch-up premium to support those in need is resulting in accelerated progress of this key group of students. **They are making more rapid progress than previously in English and Mathematics. More progress has been made by catch-up students in English.**

- In English, those in receipt of catch up support made more progress than their (\geq L3) peers. (80% v 67%). The target was 75%
- In maths, those in receipt of catch up support made similar progress than their (\geq L3) peers. (60% v 63%). The target was 75%

Further intervention is planned to ensure the small number who have not caught up by the end of year 7, do so by the end of term 1 of year 8 (December 2016).

MATHS	No of students <L4	No <L4 by end of year 7
Disadvantaged	8	3
Non Disadvantaged	11	5

*5 of those under level 4 at the end of year 7 had made 4 or more sublevels of progress in the year.

ENGLISH	No of students <L4	No <L4 by end of year 7
Disadvantaged	8	3
Non Disadvantaged	13	2

*2 of those under level 4 at the end of year 7 had made 3 or more sublevels of progress in the year.

From September 2016, we are using a recently appointed primary trained teacher and the newly created intervention slots to ensure the target is met, and hopefully exceeded by December 2016.

Funding

2013/14 £15,500

2014/15 £15,500

2015/16 £13,500

Intervention Strategies applied in English			
Strategy	Impact Expected	Achieved (RAG)	Follow-up
Additional curriculum time created to support small catch-up class (led and delivered by SLT English teacher)	At last 75% of catch up students make more progress than others (accelerated progress)	(16/21) 76% Y7 catch up students making 2 or more sublevels over year, in English.	Further literacy intervention programmes to support those students still below 'old' Level 4.
Smaller class size allocation to facilitate more 1:1 for targeted individuals with assigned TA (Group 8) and HLTA (other)			
Accelerated reading and writing support to make rapid improvements (by specialist teacher)	Measurable improvements in reading for the vast majority of catch-up students	78% have made improvements in reading scores	
Spelling	Measurable improvements in spelling for the vast majority of catch-up students	89% have made improvements in spelling scores	

Intervention strategies applied in Maths			
Strategy	Impact Expected	Achieved (RAG)	Follow-up
Additional curriculum time created to support small catch-up class (Led and delivered by SLT Maths teacher)	At last 75% of catch up students make more progress than others (accelerated progress)	(11/19) 58% Y7 catch up students making 2 or more sublevels over year, in Maths	Further targeted intervention planned as part of school wide intervention programme Consideration of group 8 for year 8.
Smaller class size allocation to facilitate more 1:1 for targeted individuals with assigned TA (Group 8) and HLTA (other)			
Additional and targeted in class support for catch up students			
Breakfast number crunchers club set up to encourage a constant use of number before school day			Specific attendance at the breakfast club required by students

Summary

Overall the 'catch-up' premium has led to:

- More rapid progress than student have experience before
- A large proportion now above L4 and expecting to reach age related expectations going forward.
- The 3 students coming in as a 'B' in maths, although not reaching level 4 were accessing level 3 work by the end of the year. This is a significant jump in learning
- A finding that students who were in receipt of the premium because both maths and English were below expectations, the English level increased at a more rapid rate than the maths. This has questioned whether we should concentrate on one subject at a time instead of both so that the rapid gains can be more specific. This would also allow us to see the impact of specific interventions more clearly.

Year 7 Catch-Up Premium 2016/17

Funding

2016/17 £13,500 (tbc)

Number of students below 100 (year group total is 159, 47 disadvantaged students)

MATHS	No of students <100
Disadvantaged	20 (43%)
Non Disadvantaged	23 (21%)

ENGLISH (GPVS)	No of students <100
Disadvantaged	19 (41%)
Non Disadvantaged	31 (28%)

ENGLISH (Reading)	No of students <100
Disadvantaged	24 (51%)
Non Disadvantaged	28 (25%)