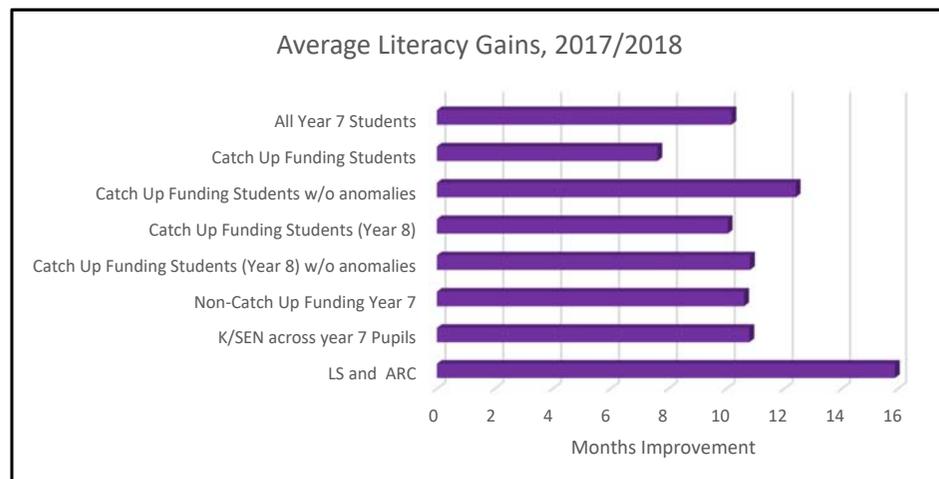


Year 7 Catch Up Premium Funding.

The funding allocation for this year was £14,555, to support the students who had not reached the expected standard in reading or mathematics, in their Key Stage 2 tests.

Average Literacy Gains, October 2017 – May 2018

Date	Groups of Students	Average Gains in 8 Months	Average with students with further difficulties such as poor attendance, removed
22/6/18	All Year 7 Students	10.18	
22/6/18	Catch Up Funding Students	7.62	12.40 (6 removed)
22/6/18	Catch Up Funding Students (Year 8)	10.05	10.82 (1 removed)
22/6/18	Non-Catch Up Funding Students	10.62	
22/6/18	K/SEN across year 7 Pupils	10.80	
22/6/18	Student Development Students and Students in the ARC	15.90	



Headlines

The ARC/LS Groups have made significant progress, exceeding the rest of their cohort. The intensive intervention programme and literacy focus in the ARC clearly has a positive impact on the student's results.

K and SEN students have exceeded the progress of the non-catch up students and the whole of Year 7 cohort. This shows the positive impacts of the input of LS key workers, intervention groups and the Study Hub.

The gap between progress made by Catch Up and non-catch up students has not only been reduced, but **Catch Up Students are making more progress in reading than their peers** when a few anomalies are removed (explained later).

Year 7 Catch Up interventions for Literacy were measured using Accelerated Reader, 2017 – 2018

- Within the Year 7 Catch Up student cohort 34 are on the SEND register, with a range of complex EHCP's and Learning Support needs.
- We chose to include the data following the removal of 6 'anomalies', we identified these anomalies based on either their behaviour (high behaviour points and exclusions) or their attendance (low attendance means they will have struggled to engage fully with the AR scheme or interventions). Only 6 students were removed on this basis to include a fairer picture of the success of the reading interventions.

Catch Up Funding Interventions for Mathematics

This report reviews the progress of students with allocated catch-up funding during year 7. The funding allocated to the school was identical to 2016/17.

Initially, we used triangulation of pupil data to build a brief profile of each eligible student and identify their individual needs. Specifically, we looked at previous mathematics attainment from primary, the mathematics department's baseline assessment, cognitive ability testing scores and reading age. We shared these profiles with classroom teachers to help with planning and differentiation.

We also spent significant time updating the year 7 Scheme of Work. We researched the most effective order of topics and focused purely on Number topics in the first term. Regular embedding strategies were also used throughout the year.

Hegarty Maths was purchased to provide individual support programs for our year seven pupils. For example, if CAT testing had identified a pupil with low quantitative skills, lessons could be set to practice basic number skills.

Catch up funding also provided an extra classroom support assistant for 7y5. This helped some individuals to maintain concentration throughout the lesson and make better progress as a result.

Progress was monitored by a series of assessments including KS2 style testing and the school's departmental internal testing. This included accuracy of decimal levels calculated from each formal assessment and has given a specifically accurate reading of suggested progress. The new threshold criteria allows us to report on the percentage of pupils making expected progress.

Progress Data

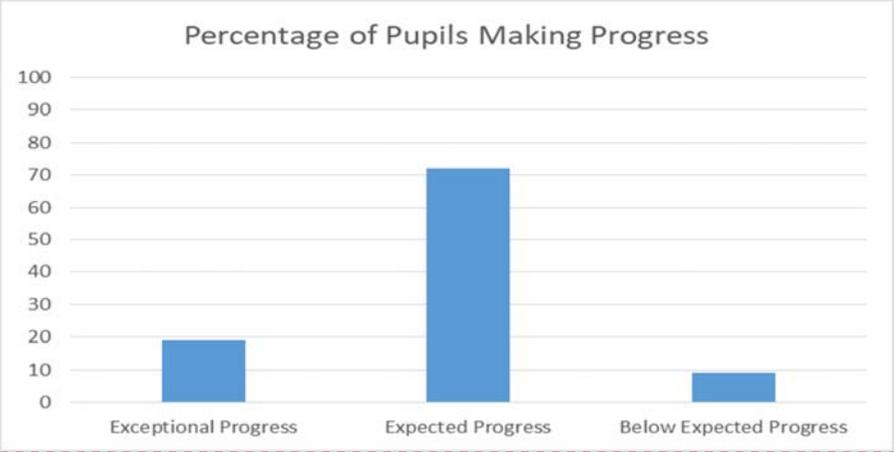
Percentage of pupils making progress in line with expectation based on

19% of pupils have made exceptional progress

72% of pupils have made expected progress.

Only 9% of pupils (4 individuals) have not made progress in line with their threshold.

There are several factors that have affected the progress of these 4 individuals, including attendance, SEN diagnosis and PSE difficulties.



Commented [MKR1]:

