

Year 7 Catch Up Premium Report 2017/18

Catch up funding is paid to schools in order to support the teaching of students who have not achieved the expected standards in Reading and/or Math's when they left their primary school. It aims to raise achievement in these areas by enabling the school to strengthen the provision already in place, as well as putting in place individual support programmes. For the school year 2017/2018 the school received £15,811 in Catch Up funding for Year 7. This was paid for a total of 47 students who were identified as having not achieved the expected standard in at least one of Reading or Maths. Of these students, 25 had not achieved the expected standard in both of those areas. Due to the recent (2016) changes to the Y6 tests and the higher standards expected of students, this was a significant increase on the number of students identified prior to the changes in the testing regime.

Information from our feeder Primary Schools regarding the pupils moving to Secondary School in 2017-18, including relevant SEN information, was used alongside the score from the Year 6 SAT's was used to identify the students who needed the highest level of support in order to develop their Maths and English skills. A group of 24 students was identified and those students were taught together in a teaching group that was smaller than others in the year group. In Maths and English, this group was targeted so that it was taught by a teacher who was both a subject specialist and had several years experience of teaching the equivalent year 7 group within the school. This teaching group also received a high level of Teaching Assistant support across all classroom based subjects, including full time support in English and Maths. The English support was provided by the TA's responsible for delivering literacy interventions within the school, ensuring that support was provided by staff with good subject knowledge and the ability to work in partnership with the teacher to adapt resources in order to provide additional interventions within the lessons. One of the Teaching Assistants providing this support was recruited from one of our larger feeder Primary Schools. This TA had previously both supported and delivered interventions to a number of these students and her recruitment allowed for continuity of literacy support as the pupils entered Year 7.

The students in this teaching group all had access to LEXIA, which is an online program targeting students reading and literacy skills. Student's use of the program is monitored regularly and if difficulties in any area are identified, these are then addressed by more intensive work or by 1-1 intervention. LEXIA can be used at home as well as in school. Students had access to Lexia through their iPads.

The school's curriculum model is designed to meet the needs of all students through Quality First Teaching. In 2017-18, the year 7s were taught in four distinct teaching groups, divided up according to their ability. This enables the teachers of those groups to adapt their teaching styles and to target the content of the lessons appropriately for the ability level of the students in those groups. The teaching of students identified by Catch up funding was monitored by the school SENCO as part of the school's ongoing monitoring of teaching.

The progress of all students is monitored at three assessment rounds each year to ensure that progress was being made. Where students are not making progress, consideration is given to appropriate additional support work. For all students in the catch up cohort, regardless of their teaching group, this could take the form of additional one to one or small group support focusing on:

- Reading intervention and phonic based work (including Lexia)
- Interventions targeting inference skills in order to develop comprehension (including Rapid Plus, an online program focusing on inference and comprehension skills.)
- Additional numeracy support, (including mymaths)
- Additional 1-1 reading support from sixth formers through a scheme organized by the English department. Sixth form students participating receive additional training.

Interventions are planned so that students do not miss either Maths or English lessons but are withdrawn from other curriculum subjects for additional literacy/numeracy support.

Our interventions are continually under review so that we can ensure that they have made a positive difference to pupils. We regularly look at some alternative activities and interventions currently being suggested by experts in the field. These will feed into our future planning of interventions

Record of Progress made by students identified as being in the catch up cohort 2017-18

Subject	Cohort size	Below track	On track	Above track
English	37		11%	89%
Maths	35	3%	74%	23%