

Year 7 and 8 catch-up premium funding

Funding

April 2015 to March 2016 £ 24,000

April 2016 to March 2017 £23,678

We employ 3 key members of staff to deliver small group intervention in English and maths.

English

Current Year 7 – September 2017

Out of 111 catch up students, 91 students (82%) did not meet Expected Standard **in English** on entry.

Out of 111 catch up students, 53 students (48%) did not meet Expected Standard **in English and Maths** on entry.

Current Year 8 – September 2017

Out of 147 catch up students, 103 students (70%) did not meet Expected Standard **in English** on entry.

Out of 147 catch up students, 72 students (49%) did not meet Expected Standard **in English and Maths** on entry.

Year 7 catch-up funding has been used to fund extra staffing in English in 2017-18.

30 students across Year 7 and 8 have bespoke provision with a specially qualified primary teacher to 'catch up'. This means they are removed from languages.

The extra capacity has also allowed us to run smaller English groups for students in Year 7 and Year 8. The small groups contain our students with the weakest literacy levels on entry to WCSA and allow English teachers to provide targeted, differentiated work to meet these learners' individual needs. In addition it accelerates their progress in Year 7 and helps them 'catch-up' with their peers.

Having small English groups also means our middle English groups, which contain some students who did not meet Expected Standard, are smaller than

usual (typically 22-26 students instead of 30 or over), allowing their teachers to provide more individual attention to all the students in these smaller classes, with a targeted focus on our students who did not meet Expected Standard on entry.

The additional funding has also paid for Accelerated Reader which is a computer program that helps teachers manage and monitor individual reading practice.

Phonics – students who did not meet Expected Standard in English and who did not have a reading age of at least 8 benefit from three hours a week of phonics (Fresh Start) intervention. This is a bespoke programme.

Reading Intervention – on transition day in July 2017 all students completed a reading comprehension assessment. Students who show a reading delay of between 3.8 – 1.3 years all receive targeted reading intervention for a term at a time. Students who have not caught up with their chronological reading age by April 2017 will have an additional period of support.

Maths

Current Year 7 – September 2017

Out of 111 catch up students, 58 students (52%) did not meet Expected Standard **in Maths** on entry.

Out of 111 catch up students, 53 students (48%) did not meet Expected Standard in **English and Maths** on entry.

Current Year 8 – September 2017

Out of 147 catch up students, 72 students (79%) did not meet Expected Standard in **Maths** on entry.

Out of 147 catch up students, 72 students (49%) did not meet Expected Standard in **English and Maths** on entry.

Catch-up funding has been used to fund extra staffing in mathematics in 2017-18

In year 8 our students who have not met Expected Standard on entry are taught in small groups by a maths teacher. We have established an extra teaching group on each side of the year and some students have been removed from languages to allow them to focus on mathematics.

These groups follow a specific scheme of learning to boost basic numeracy skills and address misconceptions to accelerate progress as quickly as possible. Regular monitoring and progress testing occurs across these groups.

Funding is also used for mathematics resources specifically designed to support those students who did not meet Expected Standard.

SEND

Year 7

Phonics — students who did not meet Expected Standard in English and who did not have a reading age of at least 8 benefit from three hours a week of phonics (Fresh Start) intervention. This is a bespoke programme.

Vulnerable groups - break time club every day.

Touch typing – one tutor time a week.

Educational Psychologist employed to assess and intervene with identified students.

Children Looked After (CLA) work – lower school CLA students currently receive 1 bespoke hour each week with the CLA coordinator as well as in class support. 2 LSAs (on average) are in Year 7 lessons supporting identified students.

The Sir Richard Branson centre used for intervention work with Year 7 and 8 students - they receive bespoke mentoring hours in line with school policy.

Behaviour Management programme run by behaviour mentor and supported by the SRB staff.

Dyslexia Co-ordinator teaches small group phonic intervention and works with identified students on a one to one basis.

The additional funding has partially paid for the tinted exercise books.

All SEN students have a group education plan, which is used by teaching staff to differentiate support accordingly.

SEN staff update colleagues on all SEND students termly.

Impact in 2016-2017

Year 7 progress to July 2017:

Fresh Start (Phonics)

29 students made progress on the phonics assessment = 100%

25 students made accelerated reading progress = 86.2%

1 disadvantaged students made expected progress = 10%

9 disadvantaged students made more than expected progress = 90%

1 non-disadvantaged students made expected progress = 5.26%

18 non-disadvantaged students made more than expected progress = 94.73%

Accelerated Reader:

147 students were below Expected Standard.

7 students are new to the school and did not complete the intervention last academic year = 4.7% They will complete the assessment in Term 1.

22 students did not complete the progress test in July 2017 = 14.01% They will complete the assessment in Term 1.

48 students made expected progress = 30.5%

50 students are being monitored by their English teacher = 31.8%

21 students are on intervention = 13.3%

9 students on urgent intervention = 5.7%

Monitored, Intervention and Below Intervention students (80) are below the expected benchmark = 51%

Students were retested in July and interventions accordingly structured.

2 disadvantaged students are new to the school and did not complete the intervention last academic year = 4.5% They will complete the assessment in September 2017.

12 disadvantaged students did not complete the progress test in July 2017 = 27.2% They will complete the assessment in September 2017.

22 disadvantaged students are below the expected benchmark = 50%

8 disadvantaged students made at or above benchmark = 18.1%

5 non-disadvantaged students are new to the school and did not complete the intervention last academic year = 4.4%

10 non-disadvantaged students did not complete the progress test in July 2017 = 7.5% They will complete it in September 2017.

58 non-disadvantaged students are below the expected benchmark = 43.6%

40 non-disadvantaged students made at or above benchmark = 30%

English not met expected, All students:

12 students made Expected Standard = 12%

77 students made above Expected Standard = 74%

Expected cumulative 89 students = 86%

English not met Expected Standard, Disadvantaged students:

5 disadvantaged students made expected levels of progress = 16%

22 disadvantaged students made above than expected levels of progress = 69%

Cumulative = 84 %

7 non-disadvantaged students made Expected Standard = 10%

55 non-disadvantaged students made above than expected levels of progress = 76%

Cumulative = 86%

Maths not met Expected Standard, All students:

15 students made expected levels of progress = 13%

28 students made above expected levels of progress = 24%

Cumulative = 37%

Maths not met Expected Standard, Disadvantaged students:

6 disadvantaged students made Expected Standard = 18%

4 disadvantaged students made above Expected Standard = 12%

Cumulative = 30%

9 non-disadvantaged students made Expected Standard = 11%

21 non-disadvantaged students made above Expected Standard = 25%

Cumulative = 36%

To close the gaps, there is an additional maths class on each side of the year in Year 7 and 8. 24 students in Year 8 also receive 2 hours of additional maths per week following a bespoke course.

Year 8 progress to July 2017:

Fresh Start (Phonics)

8 students completed Fresh Start (2 were disadvantaged)

7 students made accelerated reading progress = 87.5%

1 disadvantaged student made more than expected progress = 50%

1 disadvantage student did not make expected progress = 50%

6 non-disadvantaged students made more than expected progress = 100%

English not met Expected Standard:

2 students made Expected Standard = 7%

6 students made above Expected Standard = 21%

Cumulative = 28%

English not met Expected Standard, Disadvantaged students:

1 disadvantaged students made Expected Standard = 9%

4 disadvantaged students made above Expected Standard = 36%

Cumulative = 45%

1 non-disadvantaged student made Expected Standard = 6%

2 non-disadvantaged students made above Expected Standard = 11%

Cumulative = 17%

Maths not met expected levels of progress:

2 students made Expected Standard = 6%

7 students made above Expected Standard = 21%

Cumulative = 26%

Maths not met Expected Standard, Disadvantaged students:

0 disadvantaged students made Expected Standard = 0%

9 disadvantaged students made above Expected Standard = 56%

Cumulative = 56%

2 non-disadvantaged students made Expected Standard = 11%

3 non-disadvantaged students made above Expected Standard = 12%

Cumulative = 28%

In addition to extra classes, small group intervention during tutor time the modular curriculum will ensure that all students have a focus on acquiring knowledge and will be assessed four times a year. Over the course of the year, this will allow us to track progress frequently and close the gap.