

## The Catch-Up Premium 2016/2017

### What is the Catch-Up Premium?

The catch-up premium was introduced in January 2013 and has since provided our school with additional funding for each Year 7 student who did not achieve at least level 4 in reading and/or mathematics at the end of Key Stage 2 (KS2). The criteria for the funding has now changed with the removal of levels at KS2. This funding (no more than £500 per student) has always been used to provide literacy and numeracy catch-up support for underachieving students in Year 7 in order that they are given the opportunity to “catch-up” as quickly as possible.

Although the funding is not ring-fenced for catch-up activities, there is an expectation that the funding will be directed to additional literacy and numeracy catch-up support during Year 7. Schools can make their own decisions about how the grant is best used in the context of their existing strategies to help underperforming students to catch-up. Now that the KS2 levels have been removed, the additional funding will be used to support Year 7 students who did not achieve the expected standard in Reading or Maths at the end of Key Stage 2 (KS2). In 2016 to 2017, schools will receive the same overall amount of Year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2016 census. Last year, we received £10,000 in funding; we therefore expect the same/similar funding this year.

### Use of the Catch-Up Premium 2015 – 2016:

The catch-up premium at Trinity Catholic High School is used to pay for a range of student support activities and interventions in Year 7. Last year the funding was £10 000 for 17 students who were identified as not achieving the expected level 4 in English and/or Maths at the end of Key Stage 2. Since funding began, this money has been used for the following:

- Extending provision for Teaching Assistants to increase our capacity to meet the range of needs in Year 7.
- Support for additional resources for a streamlined group within English (now in Year 11).
- Enhancement of Literacy Plus programme.
- Enhancement of Numeracy provision.
- Mentoring by a member of the T&L team.

This was in addition to existing interventions already offered by the school to support progression in English and Maths:

- Cursive Handwriting
- Spelling and Literacy Skills
- Parent Support Scheme
- Flaubert Reading Initiative
- SEN In-Class Support
- Guardian Angel provision

### The Impact of Catch-Up Premium 2015 – 2016:

**English:** Of the whole cohort of 17 students, 88% of students made at or above the expected level of progress in the end-of-year assessments. When looking at the cohort of students who were less than level 4 in English (9 students) only from this cohort, 78% are now working at level 4 and above and 33% at level 5. Two students are still working below Level 4 but one student exceeded her target and the other student (on a reduced timetable) is one sublevel from his target.

**Maths:** Of the whole cohort of 17 students, 88% of students made at or above the expected level of progress in the end-of-year assessments in Maths. Of those students who were less than level 4 in Maths only from this cohort (13 students), 100% of students made at or above the expected level of progress. 92% are now working at level 4 and above and 15% are working at level 5.

### **Use of the Catch-Up Premium 2016 – 2017:**

As the DFE have decided that schools will receive the same funding as last year, we expect that the catch-up premium for 2016–2017 will be £10,000. However this funding will have to be stretched over more students who have not reached the expected standard in English/Maths (43 students this year compared to 17 students in the cohort last year).

In the KS2 tests, a scaled score of 100 or more is the equivalent of 'meeting the expected standard'. 41 students in the 2016/17 cohort of Year 7 students did not meet the expected standard in Reading; 30 did not meet the expected standard in Maths. 18 students did not meet the expected standard in both Reading and Maths. As a result of the new parameters of KS2 testing, this is a much larger 'catch-up' cohort than in previous years and funding will be capped at £10,000. (N.B: two students were assessed at below the level of the KS2 tests and will therefore also be included in the catch-up programme).

In English, 27 students achieved a scaled score of 94 - 99 in reading; in Maths, 21 students achieved a scaled score of 94 - 99. These students were therefore close to being assessed as 'at expected standard'. As such, these students will be given extra work following thorough diagnosis of strengths and weaknesses from their KS2 assessments. This extra work will be placed in the back of exercise books/in a separate folder and will be assessed on a fortnightly basis by the class teacher. Any concerns with the stalling of progression in learning will be passed to the relevant Teacher in Charge of Year 7 Maths/English. The KS3 Teaching and Learning team will also review progress of students on a monthly basis, meeting with students where necessary to discuss any areas of weakness.

The 14 remaining students in English (who achieved a score of below 94) will be placed into an intervention class, led by the school's Teacher in Charge of Year 7 English, where a range of assessment foci will be covered following the close study of individual student reviews of KS2 performance. Similarly, the 9 remaining students in Maths (who achieved a score of below 94) will also be placed into a numeracy intervention class with the school's Teacher in Charge of Year 7 Maths. The intervention classes will last for 6 week blocks and once students have mastered all assessment strands, which led to their KS2 score of below 94, only then will students will be moved onto in-class intervention work. Attainment and attendance data will be recorded on the school's assessment system in both Maths and English intervention classes.

### **How will impact be measured?**

KS2 tests will be used at the end of the autumn term, spring term and summer term for students who remain on after school intervention. Raw scores will also be compared to students' KS2 raw scores to note progress made. In addition to KS2 re-testing, students will also sit FFT (Fischer Family Trust) Proof of Progress tests in Maths and English at the start and at the end of Year 7. These tests will form pre and post-tests to demonstrate progress made over the course of the academic year; all Year 7 students will sit these tests. The attainment of Year 7 catch-up students will be reported to the Headmaster, the senior management team and the school's governors in the summer term of 2017. Student questionnaires, at the end of the academic year, will additionally inform evaluation of this programme.