

## The Catch-Up Premium 2017/2018

### 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 the expected level in reading and/or mathematics at the end of Key Stage 2 (KS2). This funding 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. In 2017 to 2018, schools will receive the same overall amount of Year 7 catch-up premium funding they received in 2016 to 2017, adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2017 census. We expect the funding to be in the order of £10,000 in funding and this is what is being budgeted for. Monies will be sent to schools by the end of February 2018.

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

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. (N.B: two students were assessed at below the level of the KS2 tests and therefore are also included in the catch-up programme).

Of this catch up cohort, 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, those students were given extra work following thorough diagnosis of strengths and weaknesses from their KS2 assessments. Progress of this cohort of students was carefully monitored by the teaching and learning team and the Teachers in Charge of Year 7 English and Maths.

The 14 remaining students in English (who achieved a score of below 94) were placed on an intervention class, led by the school’s Teacher in Charge of Year 7 English, where a range of assessment foci were covered following a close study of individual student reviews of KS2 performance. Similarly, the 9 remaining students in Maths (who achieved a score of below 94) were also placed into a numeracy intervention class with the school’s Teacher in Charge of Year 7 Maths. The intervention classes lasted for a duration of 6 week blocks and once students mastered all assessment strands, which led to their KS2 score of below 94, they were transferred onto in-class intervention work.

In addition, further support was given to those students through a range of extra intervention such as:

- Extending provision for Teaching Assistants to increase our capacity to meet the range of needs in Year 7.
- Enhancement of Literacy Plus programme.
- Enhancement of Numeracy provision.
- Mentoring by a member of the T&L team.
- 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 2016 – 2017:

**English:** Of the whole cohort of students, 81% (85% whole cohort) 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 100 in English only from this cohort, 76% (85% whole cohort) made at or above the expected level of progress in the end of year assessments. Furthermore, 41% (56% whole cohort) are working at the ‘secure’ level; 45% (15% whole cohort) are working at the ‘developing’ level and 14% (4% whole cohort) are working at the ‘emerging’ level – this equates to 6 students.

**Maths:** Of the whole cohort of students, 91% (83%) of students made at or above the expected level of progress in the end-of-year assessments in Maths. Of those students whose scaled score in Maths was less than 100 only from this cohort 90% (83%), made at or above the expected level of progress in the end of year assessments. In addition, 43% (55% whole cohort) are

working at 'secure' level; 47% (12% whole cohort) are working at the 'developing' level and 10% (2% whole cohort) are working at the 'emerging' level – equivalent to 3 students.

Underachieving students – those not making expected progress and those working still on the emerging scale will continue to be monitored by departments and placed on appropriate interventions.

#### **Use of the Catch-Up Premium 2017 – 2018:**

In the Key Stage 2 tests, a scaled score of 100 or more is the equivalent of 'meeting the expected standard'. In the 2017-18 cohort in total, 47 students (19 Girls and 28 Boys) have not reached the expected standard in English / Maths (compared to 43 students in 2016/17).

Two students were assessed as being below the standard expected for the KS2 assessments in reading – B - (one Boy and one Girl). In addition, 30 students (22 Boys and 8 Girls) were assessed as not at expected standard in Reading.

Similarly, two students (1 Boy and 1 Girl) were assessed as working below the standard of the tests in maths and a further 30 students (16 Boys and 14 Girls) were below expected standard in Mathematics.

Of those students not at expected standard – 20 students achieved a scaled score of 94 – 99 in Reading and 19 students achieved a scaled score of 94 – 99 in Mathematics. For these students, students will be given extra work following a thorough diagnosis of the Question Level Analysis from the KS2 assessments based on areas of weakness. This extra work will be placed in the back of exercise books or in a separate folder and will be assessed on a fortnightly basis by the class teacher and the Teachers in Charge of Year 7 English and Maths. The KS3 Teaching and Learning team will also review the progress of students on a regular basis to discuss any areas of weakness and further support provided as needed.

The remaining 12 students in English (who achieved a score of below 94) will be placed into an intervention class lead 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 13 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. Intervention classes will last for 6 week blocks and once students have mastered all assessment strands, which led to the score of below 94, only then will students be moved onto in-class intervention work. Attainment and attendance data will be closely monitored.

#### **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 intervention within English and maths. Raw scores will be compared to students' KS2 raw scores to note progress made. These assessments will be in addition to those formal assessments sat by all students in year 7 throughout the year. 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 of 2018. Student questionnaires will also form part of the evaluation of this programme.