**Year 7 English and mathematics Catch-up Premium**

**Academic Year 2017-2018**

**Introduction**

The funding the school received in the academic Year of 2016-2017 was proportional to the number of students who received it two years ago due to them achieving below level 4 in either English and/or mathematics. As pupil admissions numbers haven’t changed due to this being the third year of a 230 cohort entry, we based the funding on the previous model for extra support. This suggested 13 students were eligible under the previous funding model.

This cohort is the second nationally to enter Hawkley Hall High School with a Standardised Assessment Score (SAS) in reading, grammar, punctuation and spelling together with mathematics. The students are also given a teacher assessment grading for writing and mathematics.

We have based our calculations on the students’ average SAS score for reading and mathematics generated from their raw scores in the KS2 written examinations as it mirrors the current Attainment 8 and Progress 8 model of estimated attainment against KS2 English and mathematics fine points level. The lowest ranked 13 students based on an average KS2 SAS score of reading and mathematics were targeted for this catch up premium.

Reading tests for all Year 7 students were administered in September 2016, together with baseline testing in all subject areas. These results were analysed, together with the in depth Question Level Analysis of the KS2 SATs examinations.

**Tracking**

Hawkley Hall High School worked closely with a data management company to develop a tracking system called InnovEd. By creating and writing a new Key Stage 3 curriculum for all subjects’ areas and working down from the new GCSE specifications, stages were developed to allow progression in each subject area. Each student was given a flightpath to follow based on their average KS2 SAS on entry. Through tracking key skills and objectives throughout the curriculum based on the latest assessment in that subject, students were able to receive specific intervention across each subject area.

Students’ progress was monitored through InnovEd and ½ termly attainment stages were then downloaded into SIMs and PowerBI. This then allowed HoFs and class teachers to track and monitor the identified students and to focus their intervention strategies on any gaps in attainment and progress.

**Curriculum**

All Year 7 students had four hours of mathematics and English curriculum timetabled for them. Additional sessions were provided for those with the greatest need.

* **Mathematics**

Using the Question Level Analysis from the KS2 SATs and the faculty’s own baseline testing an appropriate pathway was set. The mathematics faculty invested heavily in the differentiated KS3 resources provided by Pearsons ActiveLearn. Each student received their own textbook for the year together with a subscription to the online resources. Numeracy skills were a specific focus for the identified students and many practical resources were developed to build students’ confidence and promote a greater depth of understanding. Home learning was actively encouraged using ShowMyHomework and Pearsons’ Active Learn as usage was easily tracked and monitored. Students received instant feedback as they studied at home.

Key staff were trained to deliver the Success@Arithmetic programme throughout the course of the year for the weakest mathematics students in the cohort. An assessment was taken at the start of the programme to determine “a numeracy age”. The students followed the course during an academic term, alongside developing transferable numerical skills in other topics within the mathematics scheme of work e.g. work on averages.

* **English**

Once again using the Question Level Analysis from the KS2 SATs and the faculty’s own baseline testing an appropriate pathway was set. Identified students received a differentiated scheme of work which incorporated an additional reading lesson over a two week period. Also, through liaising with the MFl and Inclusion faculty an extra literacy lesson was timetabled either through a Communication lesson or through a literacy support based in Inclusion.

A reading support group, which was established the previous year and proved to successful and popular, continued into its second year. This involved trained KS4 students (by an external consultant) become reading mentors to improve reading and comprehension skills of identified Year 7 students.

Lexia reading programme was delivered to students in sets 4 and 5 together with specific resources that focused on spelling, punctuation, and grammar together with sentence structure.

The HoF/AHoF also effectively deployed the dedicated HLTA to provide one to one support to focus on improving writing and reading skills.

**Whole school**

Through working with our outstanding primary school within the trust, KS2 to KS3 transition was researched into with greater detail. This information was disseminated and best practice was adopted. The literacy and numeracy coordinator shared best practice so that transferable skills for our targeted students were developed throughout the curriculum.

**Year 7 Catch-up Funding 2017-2018 – actual funding received £7,439**

Literacy co-ordinator £2,287 (in post from Jan-18)

Literacy transition coordinator £1,304 (in post from Jan-18)

Numeracy Co-ordinator £3,431

Contribution toward resources £417

**Academic Year 2018-2019 – Indicative Funding - £7,438**

* This year the mathematics and English faculties will individually focus on identified students with a KS2 SAS score of <95 in mathematics and reading and not an average KS2 SAS score.
* Prior and current attainment data will be shared to all staff via Class Charts and SIMs so that the students’ are readily identified as a catch-up cohort.
* Lead Practitioners in English and mathematics have been appointed to developed numeracy and literacy across the curriculum to ensure a consistent approach to the teaching of basic skills to ensure the students are confident in a specific method.
* Success@Arithmetic and Lexia reading programmes to be continued to be delivered to specific cohorts of students.
* HoFs (especially English and mathematics) to track and monitor the attainment and progress of identified students through the dedicated subgroup in PowerBI.
* Greater links with primary and secondary colleagues within the trust to ensure effective strategies are developed between KS2 to KS3 for raising standards of literacy and numeracy.