

Year 7 English and mathematics Catch-up Premium

Academic Year 2016 – 2017

This cohort was the first nationally to arrive at a secondary high school without national curriculum levels in English and mathematics. This year group undertook the new Key Stage 2 assessments and were awarded a Standardised Assessment Score (SAS) from the new examinations in reading, grammar, punctuation and spelling and mathematics. The students also were awarded a teacher assessed grading for writing and mathematics.

As a school's Progress 8 is currently measured based on a student's starting point average of reading and mathematics levels we have based our calculations and the students' average SAS score for reading and mathematics from their examination scores.

The funding the school received last year was proportional to the number of students who received it due to them being below level 4 in either English and/or mathematics. As our pupil admission numbers didn't change for the academic year of 2016-2017 we have based the funding on extra support for the 13 students (same number as the previous year) with the lowest ranked average SAS.

Reading tests and CATs tests were administered in the first half term of the academic year 2016-2017 for all Year 7 students and these results were analysed together with the in depth Question Level Analysis of the Key Stage 2 SATs.

English

All Year 7 students had three hours of English curriculum timetabled for them. The students who were in receipt of the funding, together with some other identified students, also received an additional two hours of communication lessons with an English teacher or they received inclusion support. These students also followed a differentiated scheme of work which incorporated an additional reading lesson over a two week period. The teachers focused on the needs of the individual students so that the students acquired a greater depth of understanding of the key objectives studied in the new Key Stage 3 curriculum.

A reading support group was established and it ran throughout the academic year. An external consultant trained a group of Year 10 students to become reading mentors. These Year 10 students worked with identified Year 7 students to improve their reading and comprehension skills.

The faculty has a dedicated cover supervisor attached to it throughout the course of the year. She was strategically deployed to provide support on a one-to-one basis with identified Year 7 students to focus on improving reading and writing skills.

Mathematics

All year 7 students had three hours of mathematics curriculum timetabled for them. Additional timetabled mathematics lessons were provided for identified students. Using the Question Level Analysis from the Key Stage 2 SATs areas for development were identified. Numeracy skills were a specific focus for the identified students and practical resources were utilised to build the students' confidence and understanding of basic mathematical concepts.

Key staff were trained to deliver the Success@Arithmetic programme throughout the course of the year. It involved 2 additional timetabled mathematics lessons for identified students based on their

prior attainment scores within mathematical elements i.e. KS2 mathematics SATs question level and quantitative CATs score analysis.

An assessment was taken at the start of the programme from which a “numeracy age” was generated. The students then followed the course over a six week cycle, together with the promotion of numeracy topics within the mathematics scheme of work. The assessment was retaken at the end of the year to allow for comparison. All bar one student showed an improvement in their numeracy age.

Y7 Catch-up funding 1617 – actual spend

Additional two hours of communication lessons with an English teacher	£2580
Reading support group with external consultant	£290
Success@Arithmetic training	£1125
Two additional mathematics lessons	£2580
TOTAL SPEND	£6575

Academic Year 2017/2018 - Indicative Funding £7328

- Continue to analyse the prior attainment performance (KS2 individual scores) and indicative cognitive scores (CATs) to specifically target students.
- Numeracy age and reading ages of students of specific students to be monitored throughout the year.
- Development of online numeracy resources (Pearsons’ Activelearn) to promote independent engagement of students.
- Numeracy coordinator to ensure that there is a consistent approach to the teaching of basic numeracy skills across the curriculum.
- Success@Arithmetic programme to be delivered by trained mathematics HLTA and numeracy coordinator to ensure a consistent approach throughout the year.
- Lexia reading programme to be continued to be delivered to students in sets 4 and 5 together with specific resources that focus on spelling, punctuation, grammar and sentence structure.