

Y7 Catch-Up Premium 2017/2018 - Evaluation

2017/2018 Cohort	There are 32 ¹ students who entered the school below the expected standard in Reading or Maths generating £16,000 of Y7 Catch-up premium funding (£6,211 was included in the 2017/2018 funding statement - March 2018 - based on local estimates). This funding will be used to support the progress and attainment of these students in the following ways:	
Intervention/Action	Aim	Success Criteria
Accelerated Reader (AR) licensing RM Books set-up and licensing One-to-one digital device strategy	To obtain accurate baseline assessment to ensure appropriate literacy interventions To build school-wide knowledge of individual students and their specific needs as they relate to literacy Ensure that interventions (in and out of class) are specifically tailored to meet the literacy needs of individuals	<ul style="list-style-type: none"> Reduction in the numbers of students working below Year 6 expected standard AR information shared with staff planning and preparation: <ul style="list-style-type: none"> Lesson observations/book looks and other QA demonstrate that AR information is informing pedagogy and practice Individual Literacy packs include tailored tasks and activities according to need - ranging from spelling/inference / analysis / reading Digital tools and Apps for English and Maths supporting students overlearning areas requiring greater depth of understanding
Pre-school Breakfast reading club support led by specialist teacher and LSA 2.5 hours per week	Accelerated progress in reading for targeted students	<ul style="list-style-type: none"> Tailored reading programme shows accelerated progress in reading for targeted students
Maths and literacy in-class and one-to-one support through Transition Lead teacher, Curriculum Leaders and LSAs	Transition Lead Teacher to provide coordination and support for catch-up literacy and numeracy teaching	<ul style="list-style-type: none"> Data shows accelerated progress in Literacy and Numeracy for targeted students. <ul style="list-style-type: none"> Identified group improve reading ages between tests Comparative improvements with effort across Assessment Points for identified students Comparative improvements with homework across Assessment Points for identified students Students at least match expected progress at the end of Y7 in English and Maths
Impact of use of funding in 2017/2018 (July):		
Outcomes		
English	<u>CUP students who have caught up (with an estimate of grade 4 or above) based on GL Progress Tests:</u> E = 4 (100%), EM = 4 (28%) Reading (CuP students only): CUP students have made on average a calendar year of progress over the 9 months between the first STAR reading test of the academic year and the last. The average reading age of CUP students has increased from 8 years and 9 months (in September) to 9 years and 9 months in June.	
Maths	<u>CUP students who have caught up (with an estimate of grade 4 or above) based on GL Progress Tests :</u> M = 9/14 (64%) - 5 students have been indicated a level 5 GCSE, 9 students have been indicated a level 4 GCSE EM = 4/14 (28%)	

¹ Oct Census: 14 students have not met the expected standard in Maths only | 4 students have not met the expected standard in English only | 14 students have not met the expected standard in English and Maths

Lessons Learned in 2017/2018 (July)

- Increase engagement of CUP students through targeted books which are also Dyslexia friendly and focused on sport or contemporary issues.
- Before school interventions: Breakfast Club and Numeracy morning intervention were less successful due to punctuality/attendance
- Reading intervention strategies worked better when completed within Prep-Time (period 6) literacy intervention
- Numeracy intervention strategies worked better when completed within Prep-Time (period 6) Numeracy session
- Numeracy specialists
- Dedicated timetable slot/session on staff and students' timetables
- Dedicated space