

Year 7 Catch-Up Premium Report 2017-2018



The DfE has made additional funds available for improving the attainment of our pupils, known as the Year 7 Catch-Up Premium. The funds are primarily aimed at improving mathematics and English levels. An allocation is made for every pupil who has not achieved a score of 100+ in English and/or mathematics at the end of Key Stage 2. This report summarises how we intend to spend this year's funding. Most importantly, it provides information on the outcomes of the spending and the improvements made amongst our pupils.

Objective: to support Year 7 pupils in securing aspirational rates of progress in mathematics and English to allow them to close the gap with their peers.

% of pupils achieving expected standard						
Subject	2016	National (2016)	Gap	2017	National (2017)	Gap
Reading	55	66	11	67	71	4
Mathematics	66	70	4	70	75	5
Grammar, punctuation and spelling	64	73	9	75.8	77	1.2
Writing Teacher Assessment	69	74	5	75	76	1

Tests

Attainment has increased in each of the test subjects compared to 2016. Attainment at the expected standard remains highest in the grammar, punctuation and spelling test and lowest in the reading test.

The table below summarises attainment at the expected standard and the high⁴ score in the key stage 2 tests.

Table A: Attainment in KS2 tests by subject (percentage point changes from 2016 shown in brackets) England, 2017 (all schools)

	Reaching the expected standard	Achieving the high score
Reading	71% (+5pp)	25% (+6pp)
Mathematics	75% (+5pp)	23% (+6pp)
Grammar, punctuation and spelling	77% (+4pp)	31% (+8pp)

In 2017, 71% of pupils reached the expected standard in the reading test compared with 66% in 2016 while 25% achieved the high score compared to 19% in 2016.

In mathematics, 75% of pupils reached the expected standard compared to 70% in 2016 while 23% achieved the high score compared to 17% in 2016.

In the grammar, punctuation and spelling test 77% of pupils reached the expected standard compared to 73% in 2016. More pupils reached the expected standard and achieved the high score in grammar, punctuation and spelling than in other subjects. Grammar, punctuation and spelling showed the highest attainment at the expected standard in 2016.

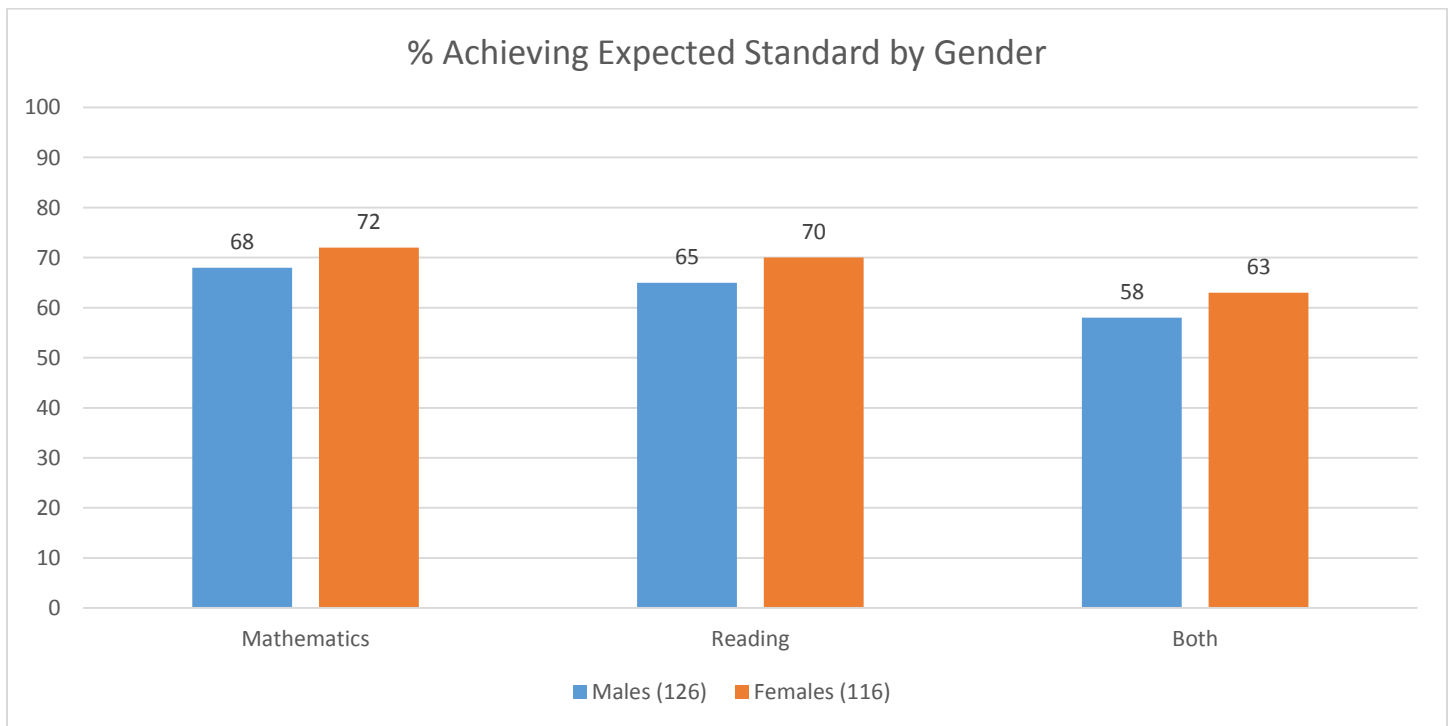
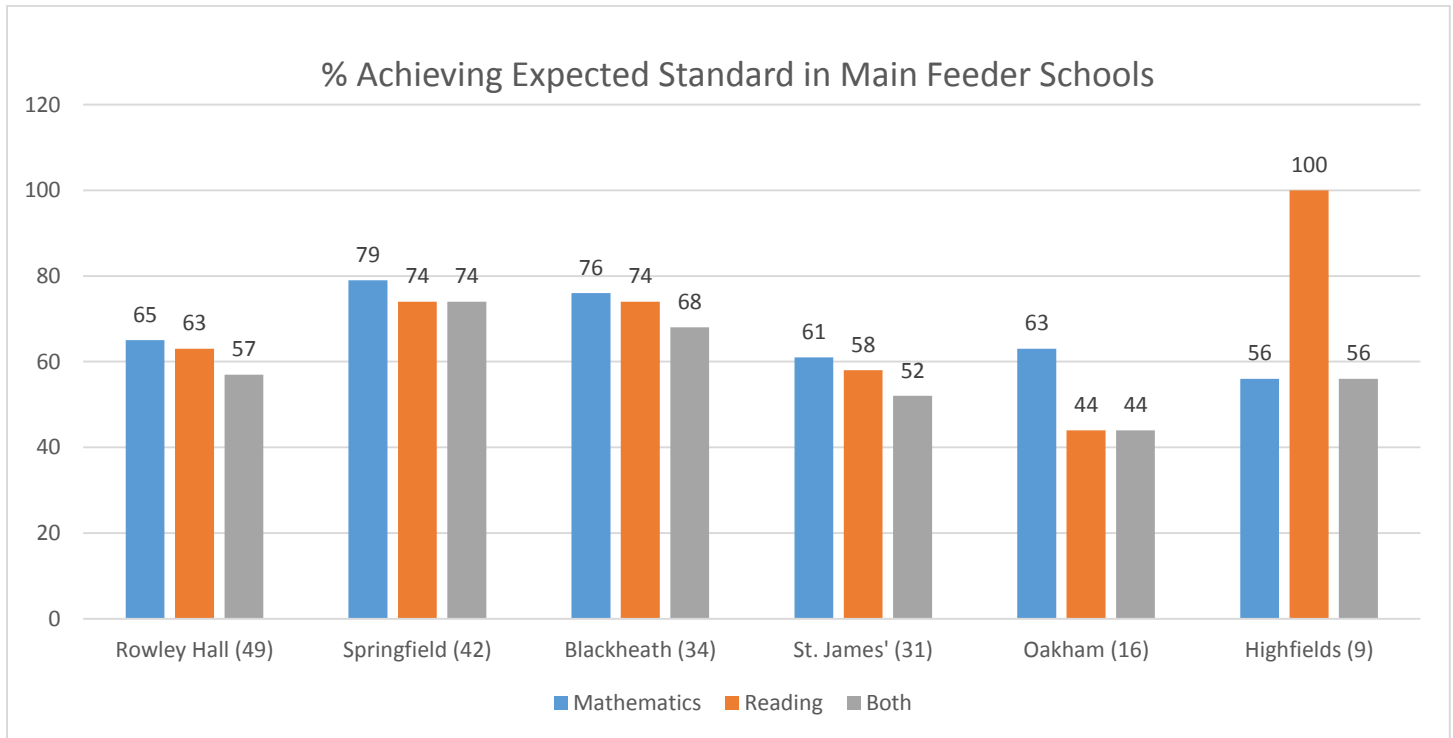
Source: www.gov.uk

More information on national data can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641033/SFR43_KS2_2017_text.pdf

Liaising with Primary Schools

In addition to the work done with pupils in Year 7 who have not met expected standard in either mathematics and/or English, our Year 6 Transition Coordinator carries out work in all of the main feeder schools to enable good practice to be shared and provide staff here at St Michael's with a holistic picture of each individual pupil and information regarding their curriculum at KS2.



Strategies for Catch-Up

The main strategy is to create a differentiated curriculum for mathematics and English based on **Question Level Analysis from KS2**.

English

Planned Intervention	Cost	Intended Outcome
Targeted intervention through the deployment of the English Academic Coach. Small group withdrawal and through in-class support.	Employment of academic coach	Improvements in key areas identified for the cohort from the KS2 analysis. Small group intervention will track both academic improvements and improvements in confidence scores.
Additional literacy support through form time.	Printing costs for resources to support additional literacy tasks	Each Year 7 form has an English teacher attached meaning that literacy interventions can be integrated into form time. Improvements in key areas identified for the cohort from the KS2 analysis.
Independent and whole class reading within form time	Cost of whole class reader ('Wonder') Costs of rewards for reading successes	A key feature for improvement from the KS2 analysis is regarding reading stamina. Pupils need to be fluent and confident readers and additional reading time will help support this. An additional outcome to this will be the enjoyment of reading, which although difficult to measure, can have a dramatic impact on reading scores.
Dedicated reading and spelling lesson once a week in English lessons.		Specific spelling lists targeting those spelling rules that were identified as areas of development from the QLA will help pupils address key spelling weaknesses and lead to improved understanding of rules and exceptions. Time dedicated to reading and spelling will also help improve vocabulary and grammar understanding linked to areas of development from the KS2 QLA

Maths

Planned Intervention	Cost	Intended Outcome
KS3 Mental Mathematics Class Time Analysis	Printing costs for resources	Pre and post mental skills tests done in KS3 classes each half term on a specific skills focus. Class teachers will provide interventions through starters and gain lessons. Intended outcome is to improve basic skills across the key stage.
Provide 'catch-up' students who miss learning opportunities a supportive environment where they can catch up on missed work	(MathsWatch £3 per child)	Students have fewer gaps in knowledge Improve quality of homework of 'catch-up' students
KS3 Homework Club	Printing costs for resources	Increased confidence with homework and improved quality of homework produced.
Targeted intervention to address gaps in knowledge		<i>Use of key questions used half termly at the start of Numeracy lessons to address misconceptions / gaps in knowledge from assessments.</i> Students have fewer gaps in knowledge
Increase positive praise	Stationary sets and printing of certificates	<i>2 star pupils will be selected from year 7 each half term, one of which is a 'catch-up' student in order to reward improving attitudes and performance</i> <i>Praise post cards / texts / phone calls home also to be used to reward improving attitudes and performance of 'catch-up' students</i>
Maths Mentors	Rewards, incentives Printing costs for resources	After school club where Year 9s mentor Year 7 'catch-up' students. Intended outcome is to support Year 7 students and also provide confidence to Year 9 students by recapping work that they both will have seen in class.

Impact on Progress

- Students who have a scaled score between 95-99 in mathematics or English will be set aspirational targets at the end of Year 7 based on a starting point of 100
- Students who have a scaled score between 90-94 in mathematics or English will be set aspirational targets at the end of Year 7 based on a starting point of +4 scaled score points
- Students who have a scaled score of less than 90 in mathematics and English will be set an individual flight path based on their initial assessment in the first term, SEND and information from the previous school

Maths

Year 7 pupils with <100 in mathematics			
Data drop 2 (January)		Data drop 3 (May)	
% of the cohort on target	% of the cohort above target	% of the cohort on target	% of the cohort above target
16.9	18.5		

English

Year 7 pupils with <100 in English			
Data drop 2 (January)		Data drop 3 (May)	
% of the cohort on target	% of the cohort above target	% of the cohort on target	% of the cohort above target
30	35.7		