

Year 7 Catch-Up Premium Report 2016-2017



The DfE has made additional funds available for improving the attainment of our disadvantaged pupils, known as the Year 7 Catch-Up Premium. The funds are primarily aimed at improving maths and English levels. An allocation is made for every pupil who has not achieved a score of 100+ in English and/or maths at the end of Key Stage 2.

The report below 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

Our objective is to support Year 7 pupils in securing aspirational rates of progress in maths and English to allow them to close the gap with their peers.

Year 7 Catch-Up Premium 2016-17	
Total number of pupils on roll in Year 7	239
Average scaled score for English and maths	101
Average scaled score for English	102
Average scaled score for maths	101
Total number of pupils <100 in maths	66 (29%)
Total number of pupils <100 in English	91 (40%)
Total number of pupils <100 in English and maths	50 (22%)
Total number of pupils eligible for Year 7 Catch-Up Grant	117 (52%)
Total projected amount of Year 7 Catch-Up Grant to be received	£24,603

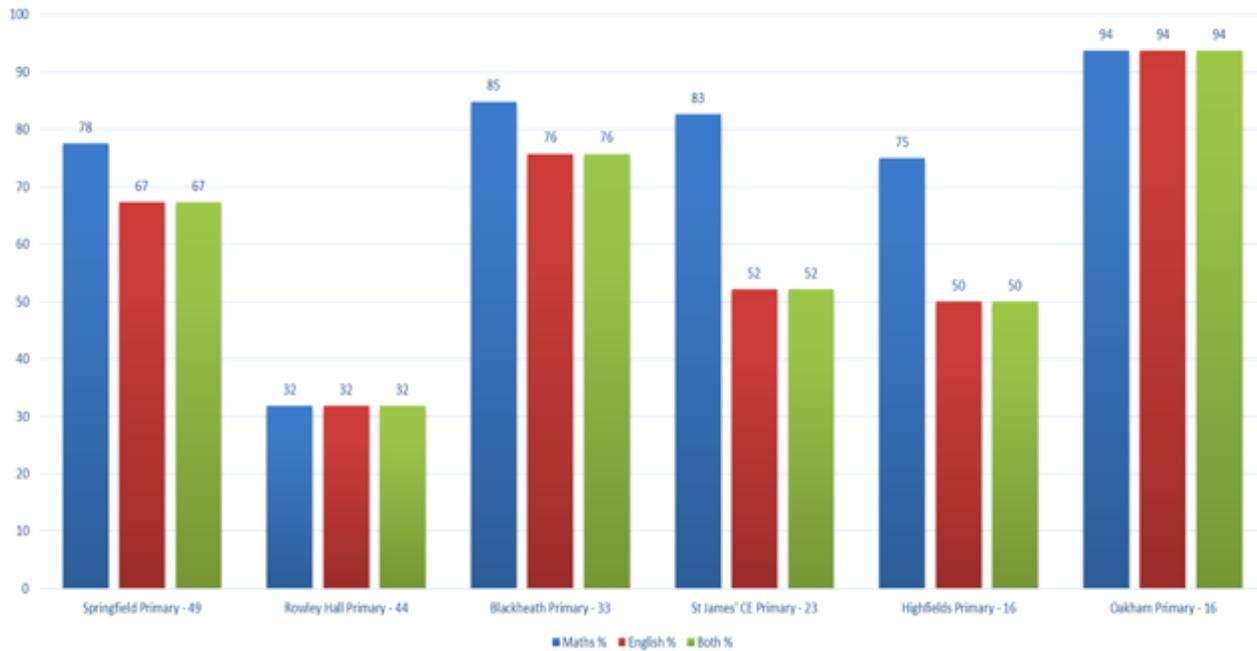
No KS2 data available for four students in both maths and English; one student has data for only maths. Also, seven students were withdrawn from their KS2 assessment; one student was withdrawn from only their English assessment.

Also, numbers (and percentages) will change with a new intake of students expected throughout the year.

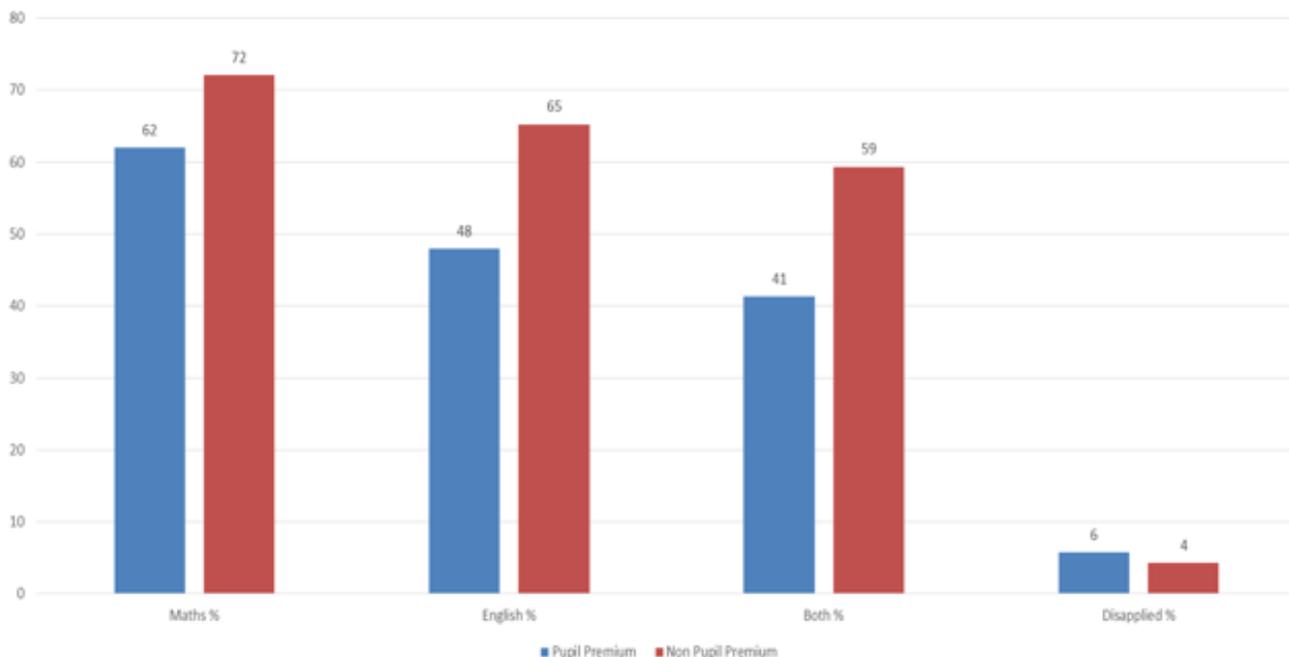
Liaising with Primary Schools

In addition to the work done with pupils in Year 7 who have not met expected standard in either maths and English, our Year 6 Transition Coordinator carries out work in all of the main feeder schools. This enables good practice to be shared and provides staff at St Michael’s Church of England High School with a holistic picture of each individual pupil and information regarding their curriculum at KS2.

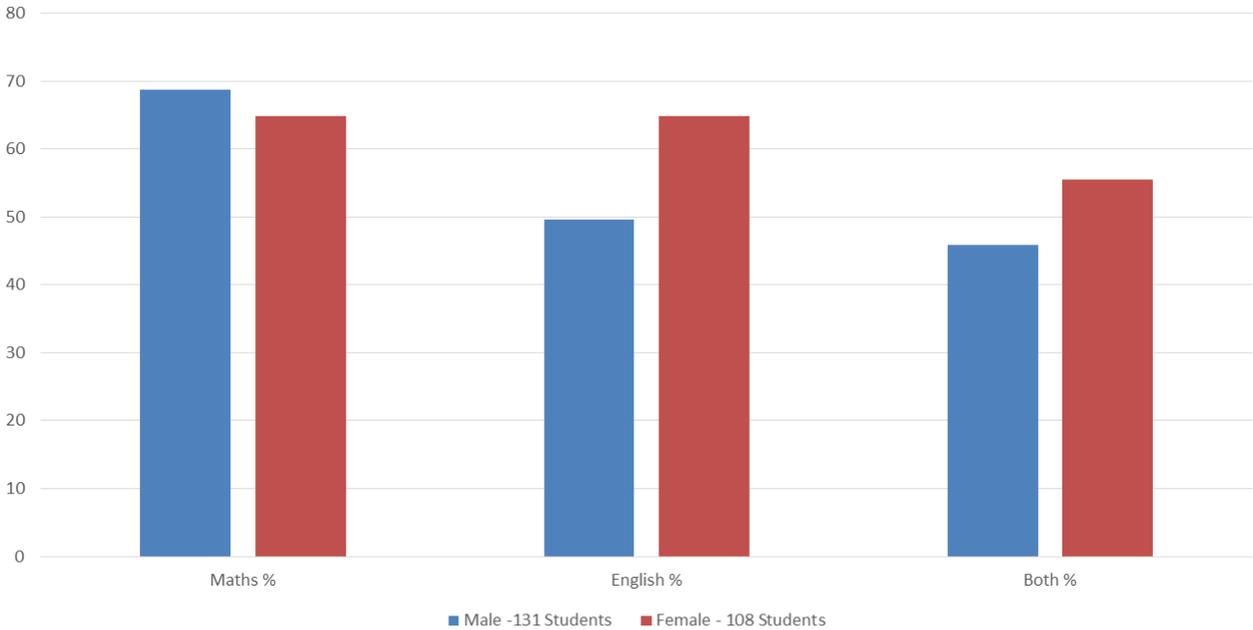
The graph below shows the percentage of pupils achieving the expected standard by school.



51% of the 2016-17 Year 7 cohort are also eligible for Pupil Premium funding. The graph below shows the percentage of disadvantaged students achieving the expected standard compared to other students.



The graph below shows the percentage of males achieving the expected standard compared to females.



Strategies for Catch-Up

The main strategy is to create a differentiated curriculum for maths and English based on **Question Level Analysis (QLA) from KS2**. Results revealed that areas of focus for English were: reading for meaning, skimming and scanning. In maths, the biggest weaknesses were in reasoning in the following areas: geometry – position and direction, measurement, ratio and proportion, fractions, decimals and percentages, and number and place value.

Maths

Planned Intervention	Intended Outcome
Six lessons a fortnight where KS3 pupils are withdrawn for small group intervention, with a specialist maths teacher on targeted key skills.	Interventions are focused on targeting skill gaps that are highlighted through pre and post testing. Skills are targeted towards the appropriate grade of the pupils. It is the aim that, by targeting key skills, pupils will be able to access work in lessons and assessments with more success. Therefore, an improvement in interim grades. [Unfortunately due to staffing these intervention sessions have not been able to take place with the Year 7 cohort this year]
Pupils in Year 7 have undertaken basic skill intervention tests, which feed into group specific targeted starter tasks.	Targeted skills based intervention that takes place in lesson time. This is done on a half termly basis with a different focus each half term. Teachers conduct a pre skills test then target areas of improvement, as shown on the analysis grids, through starters in class along with the Scheme of Work. In the autumn term the topics were addition/subtraction and multiplication. All classes in Year 7 have shown a positive average increase with some classes making an improvement of up to 20% on their pre-test marks.
Weeks 1-3 of the Year 7 Scheme of Work has been focused on basic mathematical skills with reasoning questions implemented.	<ul style="list-style-type: none"> • Pupils are to rediscover their methods of key arithmetic skills • Pupils are predominantly weaker with basic skills and this highlights the importance of these. • Calculations policy for students to transfer skills between subjects and for additional support at home with parents and guardians • Review of the current Scheme of Work in place at KS3 to embed mastery in KS3 and KS4. • Focus with initial homework being ‘numeracy ninjas’ for added engagement as lesson starters and at home. <p>KS3 Scheme of Work and assessments have been reviewed and amended upon reflection of 2015-2016 academic year (first year of implementing).</p>
Aspire and Mastery tasks implemented in every lessons in order to apply the skills.	From the QLA that was provided for all pupils following their SATs, it was clear that, although our students had the skills to perform calculations, they did not have the skills to use this knowledge to reason or apply. Therefore, by exposing the pupils to tasks that required them to apply and reason with their knowledge, they would

	perform better in assessments that test this skill. The new GCSE is also concentrated on applying skills and knowledge to problem solve. As a department we are seeing pupils develop these skills to tackle questions with more and more confidence.
Cross-curricular Numeracy audit carried out by PR to identify where methods can be applied across the school, with consistency.	This was done to see where there was overlap across subjects and to ensure that the Maths Department had a better awareness of where numeracy skills were used across the school and in what context. This meant that we could make cross-curricular links and improve our real-life application with a given context with the intention to improve engagement from the pupils. Additionally, we could support departments in the delivery of these numeracy skills and ensuring that pupils are seeing a consistent approach so that they develop their skills without confusion.
Form time activities provided for staff by the department; results shared in staff briefing and rewards in place for successful forms and individual students.	<ul style="list-style-type: none"> • Added engagement by pupils in an environment that is different to a mathematics classroom • Added engagement towards numeracy from staff and encouraging dialogue in the corridors • Developing collaborative discussions regarding mathematics/numeracy

English

Planned Intervention	Intended Outcome
Accelerated Reader implemented in KS3; skill tests are carried out based on books read to show progress in reading age.	<p>Accelerated Reader (AR) is used to track the progress of reading. The programme involves an initial reading age test to establish a ZPD. This allows them to select appropriate reading books for their level.</p> <p>A comprehensive set of reports reveals how much a pupil has been reading, at what level of complexity, and how well they have understood what they have read.</p> <p>Vocabulary growth and literacy skills are also measured, giving teachers and parents insight into how well pupils have responded to reading schemes and class instruction.</p> <p>The pupils will have two AR lessons a week plus reading time in form to read. They will be able to visit the library and will be supported in their book choices.</p> <p>Once they have finished a book, they will take a test. If they achieve above 85%, they will be rewarded with VIVOs. They will be put into a prize draw if they achieve 100%. The intended purpose of this is to raise the profile of reading and encourage students to consider reading to be pivotal to their success at St Michael's.</p> <p>The current data (January 2017) from the AR reporting system highlights that the pupils with a reading score of <100 have taken 471 tests on books they have read and of those, 188 received the appropriate score to pass the test. This figure highlights that although the engagement</p>

	with the scheme is reasonably high at the moment, their success is approximately 40%.
Academic Coaches work with targeted groups of disadvantaged pupils and/or pupils with a reading score of <100 in small intervention groups.	The purpose of this strategy is to use the weekly reading and spelling lesson in English in order to provide targeted support to a range of pupils who are underperforming according to the latest data trawl. 37/91 of the <100 pupils have received a 6 week programme of small group intervention so far this year. The intervention focuses on reading and writing skills and also issues surrounding attitudes to learning, confidence issues and barriers to learning. Further information about progress and attitudes to learning are available on the impact report and departmental intervention records.
Smaller class sizes to enable a greater focus on the individuals and prioritised feedback.	The intended outcome for this strategy is to allow class teachers to be able to target students who need to 'catch-up.' Marking and feedback to pupils is much more detailed and focused due to smaller class sizes. The average class size in year 7 is 20 on the X side of the year and 18 on the Y side of the year. 56% of the <100 pupils are on the Y side of the year group so they benefit from the smallest groups.
Words of the day are distributed to staff and shared with pupils within lessons and form time.	One of the key areas for development from the KS2 data analysis was spelling. The Year 7 cohort achieved well below the national average in all but 1 question of the 20 question test at KS2. Words of the day are distributed so that spelling and vocabulary can be addressed across the Year group. The words of the day cover a broad range of topics and have covered some of the main areas of weakness identified from the KS2 tests including: <ul style="list-style-type: none"> • Understanding how add to suffixes beginning with a vowel letters to words of more than one syllable. For example, forgetting, forgotten, beginning, beginner and preferred. Also, learning exceptions to the rule where doubling the consonant doesn't occur. For example, gardening, gardener, limiting and limited. • Understanding of spelling rules and exceptions to the 'i' before 'e' except after 'c' - deceive, conceive, receive, perceive, ceiling • Understanding of words with similar sounds but different endings. For example, -cion, -tion, -sion, -ssion and -cian. • Understanding of word ending which sound like /jəl/ - -cial is common after a vowel letter and -tial after a consonant letter. Examples of these words are official, special, artificial, partial, confidential, essential. Students also need to be taught exceptions to the words like initial, financial, commercial and provincial.

	<ul style="list-style-type: none"> Understanding of how the suffix -ly changes the root word and learning exceptions to the rule. The suffix -ly is added to an adjective to form an adverb. The suffix -ly starts with a consonant letter, so it is added straight on to most root words. Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with -le, the -le is changed to -ly. (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. (4) The words truly, duly, wholly.
<p>'Fresh Start Programme' for Year 7 Transition Class</p>	<p>Fresh Start is a phonics programme consisting of 33 modules and is intended to help improve the reading and spelling ages of Year 7 SEND pupils as well as comprehension of text. This is done in their English lessons; pupils learn to build words through counting graphemes within words. Each module focuses on particular sounds, vocabulary words, comprehension and written tasks. Fresh Start is also delivered as an intervention programme each Monday, Wednesday and Friday for 15 minutes before school. This focuses mainly on sounds and spellings in small groups. Pupils involved in the Fresh Start will carry out phonic assessments throughout the year. Current data (March 2017) shows from the 9 pupils who have carried out Fresh Start assessments, 8 have improved their score compared to the baseline in September 2016.</p>
<p>Author visit: Tom Palmer who has written books with a range themes including football, rugby and World War 1 and 2.</p>	<p>The aim of this strategy was to engage the pupils in reading and the importance of reading for fun. The Tom Palmer author event involved the whole of year 7, including those targeted for catch-up. Tom carried out a reading quiz and then each student had who answered a question correctly took part in a penalty shoot-out, combining interests in reading and sport. After the event the students reading and reserving Tom's books greatly increased so I think this shows they were inspired by his visit. A few year 7s purchased his books to have signed and many came in their own time to meet him too. The general feedback from the pupils was positive and they all seemed to enjoy the session. Many of the pupils still make reference to the visit when they are changing their books for reading lessons highlighting the impact it had on their attitude.</p>

Impact on Progress

Please note that the decision was taken in the Spring term to use an 'aspirational' target (based on a scaled score of 100), for those pupils eligible for Catch-up. Therefore, this allows us to demonstrate that those pupils have caught up with their peers if they are on target.

Maths

Year 7 pupils with <100 in Maths			
Autumn 2		Spring 2 (based on aspirational target)	
% of the cohort on target	% of the cohort above target	% of the cohort on target	% of the cohort above target
67	23	13.6	22.7

English

Year 7 pupils with <100 in English			
Autumn 2		Spring 2 (based on aspirational target)	
% of the cohort on target	% of the cohort on target	% of the cohort on target	% of the cohort on target
64	31	23.9	35.9

Results of Accelerated Reader for pupils <100 English					
Autumn 2			Spring 2		
No. of test be carried out	No. of successful tests	Success rate (%)	No. of test be carried out	No. of successful tests	Success rate (%)
471	188	40	677	260	39