

The Year 7 Catch-Up Premium Report

October 2018

Introduction

The Year 7 Catch-Up Premium was originally paid to schools whose year 7 students had not reached the expected standard in their KS2 maths and reading assessments. When levels were removed and new assessments introduced the expected standard was set at a scaled score of 100. In 2016, the allocation methodology changed and schools now receive the same amount of Year 7 Catch-Up Premium that they got the previous year, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October school census.

Bishop Stopford School received £7,500 for 2017-2018, so we can expect to receive something similar this academic year.

Guidelines and best practice:

Although it is up to schools to decide how best to use the funding, the DfE guidance advises schools to only select programmes and approaches that they know are effective. It suggests that the funding could be used for:

- Individual tuition
- Intensive small-group tuition
- External services and materials
- Summer schools that help pupils catch up over a short period of time

How we used the Catch-Up Premium in 2017 to 2018

The first phase was the identification process which was split into two stages:

The first stage was the identification of those students who attained a scaled score of 100 or less in their Key Stage 2 GVPS, reading and maths assessments. There were 19 students below a score of 100 in their GVPS or reading assessment and 40 below a score of 100 in their Maths assessment.

The second stage was to assess all Year 7 students in Maths, spelling and reading using a range of tests including CATs and standardised assessments. The results of these tests were then used to identify an additional cohort of students.

This cohort were those who scored within the average range in their assessments but we felt they would benefit from consolidation and support.

At the end of the entire process, 48 students were identified as needing additional literacy support and 43 students were identified as needing additional numeracy support.

It was at this stage that the premium was used to fund the following intervention:

- Purchasing and running a reading intervention programme: Accelerated Reader.
- Purchasing and running a numeracy programme: Accelerated Maths. This also involved training costs for staff within the Maths and Inclusion Faculties.
- 1:1/small group support and intervention with literacy and numeracy throughout the curriculum supported by Quality First Teaching in the classrooms.
- 1:1 reading mentors.
- Spelling Programme.
- Small group Maths Intervention.
- Bespoke, intensive support depending on individual needs – including referrals to external agencies

Impact of the Interventions

In terms of the Literacy programmes, 100% of the students who were outside the average range made progress. All but two of the students now have scores which place them within the average range.

In order to improve progress further all of those students below a score of 100 in their KS2 reading test will continue on a literacy programme in Year 8. This will be designed to consolidate their literacy skills.

The two students who are still outside of the average range are the subject of additional support by outside agencies. This will continue this year.

In terms of the Maths programmes, all of the students bar one now has a score within the average range. A number of the students made significant progress in Maths in 2017-18 and, by the last data drop of the academic year, were performing at least one sub-level above where they started Year 7.

In order to improve progress further all of those students below a score of 100 in their KS2 maths test will continue on a numeracy programme in Year 8. This will be designed to consolidate their literacy skills.

The one student who is still outside of the average range is the subject of additional support by outside agencies. This will continue this year.

Proposed Expenditure for 2018-2019

Identification of students

In the Key Stage 2 tests, a scaled score of 100 or more remains the equivalent of 'meeting the expected standard'.

In the 2018-19 cohort 20 students scored below 100 in reading and 22 in maths.

All of the students are within the average range for reading (a score of 85 and 115) but two students are below the average range for maths (a score of 85 or below).

A number of students have no test scores at all or are missing a test score for either maths or reading.

As per last year, we will conduct a range of tests and standardised assessments to identify students who will need to receive numeracy and literacy interventions this year.

How will we spend the premium?

As the assessment and intervention strategies were successful last year. We plan to spend the funding in a similar way making sure we adapt our approaches to individual needs.

The one major development will be to look at the possibility of deploying a member of staff with specific responsibility for leading both the numeracy and literacy programmes.