



Year 7 catch-up premium

The government made a commitment to provide additional funding to schools for each year 7 pupil who did not achieve at least level 4 in Key Stage 2 national curriculum tests in reading and/or mathematics. The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it.

Allocation of funds for 2015-16

We received £17,500 for the students in Year 7. This funding was spent on:

- The employment of a Key Stage 2 teacher to enable small group teaching (under 10 students) with a focus on narrowing the gaps in numeracy and literacy - £12,407
- Maths/English weeks (Resources/workshops) - £720
- Accelerated Reader (Librarian support/books) - £4,373

Impact

The impact of this intervention was significant with data analysis highlighting an improvement in both numeracy and literacy as well as increased performance in the wider curriculum:

Numeracy – Students who received intervention made rapid improvement in Numeracy. Tracking data suggests that by term two 42.86% of students were expected to achieve 3LOP by the end of KS4. This percentage doubled to 85.71% by the end of year 7.

Literacy – Students receiving intervention also made significant improvements in their expected literacy outcomes. By term two of year 7 only 14.29% of these students were expected to make 3LOP. By the end of year 7 this had increased to 42.86%

Overall Impact

The improvement in student's literacy and numeracy also had an impact on their achievement across the wider curriculum. By the end of year the Value added score for these students had risen from 1082.7 to 1093.94 and their predicted progress 8 score rising from +0.56 to +0.79.



All students participating in this scheme benefitted from very small group sizes, leading to much more individualized support. As a result of this, not only progress but also confidence and enjoyment levels improved for these students, with a decrease in anxiety levels.

The effect on attainment was assessed through regular data analysis, and evaluation of the literacy and numeracy groups. This has occasionally lead to the need for different additional resources or a different approach to be taken. The students are assessed diagnostically to ensure that their individual needs have been met.