

Year 7 English and mathematics Catch-up Premium.

Academic Year 2016-2017

This cohort was the first nationally to arrive at a secondary high school without national curriculum levels in English and mathematics. This year group undertook the new Key Stage 2 assessments and were awarded a Standardised Assessment Score (SAS) from the new examinations in reading, grammar, punctuation and spelling and mathematics.

As a school's progress 8 is currently based on a student's starting point average of reading and mathematics levels, we have based our calculations on the students' average SAS score for reading and mathematics.

The funding the school received was proportional to the number of students who received it due to them being below level 4 in either English and/or mathematics in the previous year. We have based our spending on the 17 students who entered year 7 with a scaled score of below 90.

Reading tests and CAT's tests were administered in the first half term of the academic year for all year 7 students and these results were analysed to identify intervention cohorts.

English

All year 7 students had 5 hours of English curriculum timetabled for them. The students who were in receipt of the funding, together with some other identified students, also received an additional hour for a literacy lesson. The literacy scheme of work has been designed to differentiate for the needs of individuals. The curriculum time within the department was also differentiated to incorporate an hour of Lexia so that the students acquired a greater depth of understanding. Some students also received inclusion support.

The department has a dedicated cover supervisor attached to it throughout the course of the year. She was strategically deployed to provide support with a focus on reading and writing.

Mathematics

All year 7 students had 4 hours of mathematics curriculum timetabled for them. Additional timetabled withdrawals were provided for identified groups. Numeracy skills were a specific focus for the identified students and practical resources were utilised to build the students confidence and understanding of mathematical concepts. Members of the inclusion team were trained by a maths specialist to deliver basic numeracy intervention.

An assessment was taken by all year 7 to acquire a numeracy age which then helped with the identification of cohorts for intervention.

Year 7 Catch up funding impact.

The cohort of students are historically a group who do not make the expected rates of progress and yet they finished the year on average 0.02 behind the Rowan Learning Trust expectation. The year group as a whole were 0.75 stages behind their expectation indicating the progress for the target cohort was more rapid than that of the rest of the year group.

Academic year 2017/18 – indicative funding 13,500

- Continue to analyse prior attainment and cognitive score (CAT's) to specifically target students.
- Continue the small group intervention for reading ages.
- Develop spelling specific intervention.
- Provide funding for dyslexia screening.
- Develop numeracy intervention and the use of numeracy age testing to show impact.