



## Year 7 Catch-Up Strategy and Impact Report 2016 - 2017

### 1. **Introduction**

The Year 7 Catch-Up Premium is a grant provided by the DfE to support Year 7 students who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2).

Since 2016 the expected standard at KS2 is a scaled score of 100 in mathematics and reading. All students below the expected scaled score of 100 are students who receive the catch-up funding.

### 2. **Context**

For 2016-17, 90 students joined the school having not met the expected standard, with 48 identified as having not met the expected standard in mathematics and 75 in English reading.

The funding received for 2016-17 was £19,500 and remained the same for 2017-18.

### 3. **Strategy 2016-17**

Our strategy for literacy and numeracy is to develop a whole school approach, with every member of staff delivering key literacy and numeracy skills across the curriculum which supports students with lower than average literacy and numeracy skills. The strategy is in addition to the existing support that the school use with students that have statements or Education Healthcare Plans. The aim is to catch students up with the key literacy and numeracy skills.

Specific programmes supporting the strategy include:

- Flexible Learning Centre (FLC): Nurture Group – The FLC provided intensive support for identified students in Year 7, for both literacy and numeracy. Students are removed from mainstream subjects and offered an alternative curriculum which provides them with a personalised learning program that supports literacy and numeracy as well as the students' social and emotional development.
- Accelerated Reading Programme – This programme has made a major impact on the reading levels of these Year 7 students by improving their motivation to read and giving students more control over their own reading development. This programme allowed English teachers and the librarian to monitor and track each student's progression and thus set individualised reading targets and move students up (or down) the reading levels as appropriate. <http://www.renlearn.co.uk/accelerated-reader/>
- Small Group Interventions – Students improved their English with small group interventions that were focused on phonics and comprehension skills. Where students had made sufficient progress, they were reintegrated into normal English lessons.
- English Breakfast Club – Targeted students attend the literacy programme three mornings a week and work through a recognised reading programme which continually tracks progress throughout. (<https://www.mheducation.co.uk/reading-boxes>)

- Additional Mathematics Support – A full-time teaching assistant is based in the mathematics department working with students as part of a larger intervention and support strategy. The mathematics department also uses a range of intervention strategies such as ‘Timestable Rock Stars’, ‘Times It Out’ and ‘Add It Out’ as a way to engage students in lessons and outside of lessons. Some students also attend a ‘Maths in the Morning Club’ before school.

#### 4. **Impact: Achievement/Progress 2016-17**

The impact of the funding is reviewed each term for the identified students and strategies are adapted accordingly to ensure that the individual needs of students are met.

As a result of the interventions made in 2016-17, 55 students made the expected level of progress in English, and 44 students made the expected level of progress in mathematics.

	<b>English (Reading)</b>	<b>Mathematics</b>
Percentage of students achieving below 100 at KS2	35%	23%
Percentage of catch up students on or above FFT50 (made expected progress)	74%	89%
Percentage of catch up students above FFT50 (made more than expected progress)	60%	38%
Percentage of catch up students below FFT50 (made below expected progress)	26%	11%