



YEAR 7 CATCH-UP PREMIUM REPORT: 2018-19

The Year 7 Catch-Up students for Literacy were identified through their Key Stage 2 scaled scores for Reading and included any students who achieved 95 or lower. This applied to 47 students.

The Year 7 Catch-Up students for Numeracy were identified through their Key Stage 2 scaled scores for Maths and included any students who achieved 95 or lower. This applied to 47 students.

INTERVENTIONS

- Students with KS2 scaled scores between 80 and 95 were given literacy intervention sessions (one hour fortnightly for 29 students) unless they were receiving alternative interventions from EAL, Pupil Premium or the SEND department.
- Students with KS2 scaled scores between 80 and 95 were given numeracy intervention sessions using Number Ninjas (with students progressing in belt colour) during tutor time once a week.
- Students between 85-90 were given Reading Buddies as part of the College Enrichment scheme, or were set by ability in Maths and these classes had a sixth form student as additional support as part of the Enrichment scheme.
- Pupil Premium students were given support through focused and individual intervention sessions. These were provided by an external agency (First Class Learning) for numeracy and through a scheme called 'Read and Question' for literacy.
- SEND students were given focused and individual intervention sessions for Literacy (from two hours to one hour per week dependent on need).
- SEND students were also put into the Z band, therefore receiving more in-class support from teaching assistants in both English and Maths lessons.
- ICCAMS and RME lesson styles in Maths lessons allowed the opportunity for students to learn from each other and develop mathematical understanding from familiar contexts. This enables all students to develop their own algorithms and modes of problem solving rather than forgetting a method.

REVIEW OF IMPACT

Strengths

Literacy

- 55% (26 out of 47) Catch-Up students made progress from their KS2 scaled reading scores.
- 48% (23 out of 47) made enough progress to be considered having met the expected standard, which was considered to be either grade 1- or above from teacher assessment, or having achieved a scaled reading score of 95+ as assessed in literacy intervention sessions.
- Catch-Up students that had focused literacy interventions with English teachers did better than those who received interventions from SEN, Pupil Premium or EAL departments only. 55% (15 of 29) students selected for literacy interventions achieved the expected standard (this includes students who didn't complete the whole course having already met the standard by the end of the autumn term), when compared to the 22% (4 of 18) that achieved the expected standard from interventions delivered in other departments. This would indicate that students performed at a higher level when receiving specific literacy tuition from a subject specialist as opposed to interventions delivered through other departments.
- Of those who received SEND interventions 30% (3 of 10) achieved the expected standard. However, SEND worked with the weakest of the students and these pupils had further to go, explaining why only a small amount progressed enough.
- 51% of the boys (15 out of 29) achieved the standard compared to 50% of the girls (9 out of 18). This shows no gap in the performance of the two sexes.

Numeracy

- 75% of students made progress from their KS2 scaled scores hitting or surpassing their targets.
- 48% of students made enough progress to be considered having met the expected standard, which was considered to be either grade 1- or above from teacher assessment.
- Only 21% (4 of 19) of Pupil Premium Catch-Up students met the required standard when compared to 64% (16 of 25) non-Pupil Premium Catch-Up students who met the standard. This would suggest that interventions from Pupil Premium need to be specific and more robust.
- Of those who received SEND interventions 40% (12 of 30) achieved the expected standard. However, SEND worked with the students who have differing access issues to the work and most of these students had further to go.
- 43% of the boys (10 out of 23) achieved the standard compared to 52% of the girls (11 out of 21). This shows no significant gap in the performance of the two sexes.

AREAS FOR IMPROVEMENT

- More regular and consistent assessment of Catch-Up students is needed – at least once per term.
- More liaison between departments offering Catch-Up to ensure the interventions operate more consistently between students that are in need of further support.
- Pursue the attendance of Catch-Up students to sessions, and punctuality in the case of numeracy sessions.
- Update to and invest in a Literacy intervention programme that has a proven track record of success.
- Use the PiXL numeracy App with students so that they can work more independently.
- Consider alternative ways of timetabling intervention sessions to allow more frequent contact.
- Due to the gaps between Catch-Up students who were PP and those who were non-PP, the interventions from Pupil Premium need to be specific and more robust.
- Work towards all future Catch-Up students receiving interventions from English specialists as this has proved the most successful intervention this year.
- Review the Buddy Reading programme. This has been ineffective due to the infrequency of sessions.
- Do not set Year 7 Maths so that more able mathematicians are in all classes. This should further the discussions about algorithms across the ability range.
- Embed RME and ICCAMS resources into scheme of work for Year 7 and Year 8 so that problem solving strategies are continuously developed throughout the key stage.
- Ensure continuity of support the Catch-Up students next year with a particular focus on the students who are not yet at the expected standard.

DATA SUMMARY

To compare Catch-Up students against the rest of the cohort, progress against end of year target (using teacher assessment for AP6) was used.

In Literacy, non Catch-Up students were, on average, -0.51 grades below target, whereas Catch-Up students were, on average, 0.16 grades above target showing the progress gap had been closed.

In Numeracy, non Catch-Up students were, on average, 0.03 grades below target, whereas Catch-Up students were, on average, 0.14 grades above target showing the progress gap had been closed.