

Catch Up Premium at King Ecgbert School, 2017-18

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve the expected standard in reading or maths. Initially, students identified for catch up were those who did not make L3 in their KS2 tests. Since levels were replaced as a progress measure, funding has matched the previous year, rather than being allocated to specific students. For 2016-17 we selected the same number of students to benefit from the catch up premium (14 students) who were the weakest students on entry, all with a combined average score of 96 or less in their KS2 tests. (99 or lower = below expected standard.)

For 2017 we have a small increase in the fund to match the increase in numbers on roll, based on the October census. Our catch up group will include 16 students with a combined average score of 96 or less in their KS2 tests.

1a Summary information for previous year, 2016-17				
School	King Ecgbert School		Catch up premium grant per student	£500
Academic Year	2016/17	Total Catch-Up Premium budget	£7,110	Number of pupils in catch-up

1b Summary information for current year, 2017-18				
School	King Ecgbert School		Catch up premium grant per student	£500
Academic Year	2017/18	Total Catch-Up Premium budget	£7,110*	Number of pupils in catch-up

* Number of eligible students to be confirmed. The total catch-up premium budget is currently estimated at matching the previous year's figure.

2. Current attainment.	
<p>Y7 English. All students have been placed in mixed ability groups for English. The catch up cohort has been spread across 5 different teaching groups with targeted TA support. 11/14 have made progress over the year from their starting point. The three students who have not made progress have had below average attendance and significant behaviour problems. The average A8 score rose from 2.29 to 2.36 (from Term 1 to term 3 internal assessments.) Girls and EAL students have made more progress than their peers. In 10 months, 8/14 students have made more than one year's progress in their reading ages. Students who have made less progress have not completed the reading tests due to absence or lack of engagement. They will continue to have targeted intervention in Y8 to improve their reading ages.</p> <p>Y7 Maths. Students are set in Maths. Students in the catch up cohort were placed in one of the two lower sets in A half, or one of the three lower sets in B half. These are smaller teaching groups, with therefore a higher teacher:student ratio. Some classes had TA support as well. Over the year, students made progress from their end of Y6 level of numeracy. 9/14 have now moved up a set and therefore by ranking have made more progress than their peers. Internal teacher assessments suggest some students have made little progress or are performing at a lower level than in their first term, suggesting that initial assessments were optimistic and these have been revised following further testing; also, assessments are given GCSE grading which is still insecure, especially when applied to Y7. Students with significant learning needs and behaviour problems have made less progress than their peers. Non PP or EAL students have made more progress than their peers.</p>	

3. Barriers to future attainment

Students in this group are affected by a combination of the following barriers, making their needs complex

A.	SEND. 9/14 of the students have Special Educational Needs. Students making least progress in Y7 are SEN E
B.	Disadvantage. 5/14 of students in this group are PPi (this is above average: 19% of all the year group are PPi)
C.	EAL 10/14 of students in this group are EAL (this is above average: 23% of all the year group are EAL)

4. Impact – strategies using catch up premium 2016-17

<i>Barriers to future attainment</i>	<i>Success criteria/how it will be measured</i>	<i>Actions</i>
Combination of SEND/ Disadvantage/ EAL	Maths: plan to use new Y6 test at the end of this year to assess progress English: improved reading ages of targeted students to enable them to access all areas of the curriculum	Maths: place in small sets for individual attention (max 11 pupils) if scored 96 or less or were not entered for KS2 tests. Following a personalised scheme of work English: targeted use of Accelerated Reader Literacy intervention teaching
Transition: students may have lost Y6 learning gains by the start of Y7; focus taken on 'settling in'	Students will not 'go backwards' from the end of KS2	Summer school: targeted intervention with vulnerable and weak students

5. Allocation of catch up premium funding for 2017-2018 (for c.7% of Y7 cohort)

Description	Cost	Rationale (linked to objectives above)
Accelerated Reader	122	3.5% of cost of Accelerated Reader (used with Y7 and 8)
Community liaison	250	Family engagement to support homework and engagement
Supervision of A19 homework club at lunch times	250	Supervised study for targeted students, organised by HS
Extra staffing in Maths	5531	Smaller class sizes for students needing catch up: extra set created in B half to facilitate this
Literacy intervention	847	3.5% of cost of HLTA for Literacy
Total	7,000	

6. Review of previous academic year's expenditure (2016-17)				
i. Improved numeracy				
Desired outcome	Chosen action/approach	Estimated impact:	Evaluation and next steps	Use of funding
For students to make expected progress from starting points and to close gap with peers who met expected standard at the end of KS2	Increased staff:pupil ratio Parental engagement event run by Family services	This enables staff to adapt teaching to individual needs (including individual SEND and EAL) This event was not repeated this year due to staff changes.	This will be repeated; TAs to be deployed with focus on catch up group; small group work used (out of lessons or in form time) where needed Aim to run the event next year	Staffing (small group size) Family services
ii. Improved literacy				
Desired outcome	Chosen action/approach	Estimated impact:	Evaluation and next steps	Use of funding
For students to make expected progress from starting points and to close gap with peers who met expected standard at the end of KS2	HLTA support within mixed ability groups Accelerated Reader Extra literacy lesson (instead of MFL) for this group of students; more closely linked to English lessons	Students have made good progress from starting points Accelerated Reader progress has contributed to students' reading ages improving across the year, and therefore access to learning in all subjects. Literacy lessons were more successful using this approach. Opportunity for over-learning of Y6 literacy skills and preparation for joining mixed ability classes.	Outcomes suggest mixed ability teaching supported by TAs has been successful for most of catch up group; consider more rotation to ensure all students supported as needed This will be continued as it has been successful. Literacy lessons will be incorporated into English classes	English HLTA Accelerated Reader HLTA for literacy
iii Transition/pastoral support (plus improved literacy and numeracy)				
Summer school	Staffing of 3 extra days of summer school for most vulnerable students	Helped transition; establishing classroom routines and literacy and numeracy lessons to counter-act effects of 6 weeks break	Helps build positive relationships with vulnerable students and overcome learning barriers accentuated by 6 week summer holiday; to be repeated	Contribution towards cost of extra 3 days for weakest students

