

Year 7 Catch-up Premium 2017-18

Allocation 2017-18 = £13,426

In previous years Year 7 Catch-Up Premium was allocated on a basis which identified the number of students who had achieved below a level 4 in either English or Mathematics in the end of KS2 SATs. The changes in examinations mean that funding is now allocated in line with the figure given in 2015-16 plus an adjustment based on change in cohort size. As the cohort at Lightcliffe Academy has dropped slightly the figure has dropped for this academic year.

Identification of the cohort has focused on those students who achieved an adjusted score between 80 and 90 in either English or Maths and also includes those students placed in English Tier 1.

Overall KS2 adjusted scores

No. less than	English (GPVS)	Maths
100	64	60
80-90	9	16

GL Assessment data

Students sat the GL Assessment in English in September 2017. Results were matched with SATs to see if any students had been missed from the cohorts either through not having KS2 results or if there was a discrepancy between KS2 results and GL Assessment data. This resulted in an extra student being added to priority cohort in literacy and three others to be monitored, it also resulted in three students being added to the priority cohort in numeracy and one other to be monitored.

Progress:

Literacy

Of the 9 students on roll in term one identified as being in English Tier 1, 1 was assessed as making significantly less than expected progress, 1 was assessed as making less than expected progress, 6 are making expected progress and 1 is making more than expected progress. This equates to 78% of students making at least expected progress. Retesting of reading ages took place in Jan/Feb 2018 and only 4 of the cohort were categorised as in need of urgent intervention. It was also noted that students in classes with consistent, specialist staffing were making more progress than others.

Of the four students identified as in need of urgent intervention two had made more than expected progress in Accelerated Reader assessment, one had improved by +12 months and another by +5 months. One appeared to have regressed but will be retested and another had significant absence which impact assessment. One student was in the first cohort of the GROW project which was completed mid-year and this showed progress. A different student is involved in the second cohort but assessment has not yet taken place.

In the final PTP round of year 7 of the 9 original students only 7 were still on roll and of these 3 were making at least expected progress and 4 were still assessed as making below expected progress. This equated to 43% on or above expected.

GL Assessment gave a mixed picture with six students completing both assessments – four had made expected progress and two had made less than expected progress but all showed improvement in several areas.

Numeracy

Of the 14 students on roll in term one identified as being in Maths Tier 1, 1 was assessed as making more than expected progress, 3 are making expected progress, 9 are making less than expected progress and 1 was making significantly less than expected progress. This equates to 28% of students making at least expected progress. For the 8 students receiving small group withdrawal all bar one had made progress when re-tested at the end of term 1.

Eight students were targeted for small group intervention. From October to December the students were removed from each Maths lesson to work with a specialist teacher in groups of four. The focus was on number skills. In addition the students had form time withdrawal once per week for specific assessment related intervention. During this period

half of the targeted students moved from below to expected progress following retesting. From January onwards to form time withdrawal continued and a further two students moved to expected progress, there was no regression.

In the final round of PTP data collected in year 7, 12 of the original 14 students were still on roll. Only two were making below expected progress whereas 10 were on or above expected progress (83%).

GL Assessment gave a mixed picture but when analysing particular areas over half of their number skills had improved dramatically.

Next Steps:

- Earlier intervention for students slipping behind targets for English and Maths from termly PTP data
- Review curriculum provision for nurture group
- Ensuring students are placed in appropriate groupings with support available
- Work with parents to support literacy and numeracy at home through Accelerated Reader and Hegarty Maths

Interventions and Spend plan

Year Group	Area of Need	Intervention	Timescale	Further Details	Cost	January Review	July Review
7	Literacy	Small Group and 1:1 Support	Ongoing	<p>In-class support and group interventions in timetabled lessons</p> <p>Support withdrawal group to improve specific learning barriers including use of Ruth Miskin Literacy booklets</p>	£5000 (Contribution to cost of dedicated literacy support staff)	<p>Majority of students reported as making progress (anecdotal)</p> <p>43% making expected progress or more (PTP3)</p>	67% of students (4/6) had made "expected" progress on the GL Tests
7	Literacy	Small group support	Dec 16 – March 17	<p>GROW Project - It is a 10 week programme and the initial cohort started in December 2017 – the first part of the term was used to assess and observe students before deciding on the cohort. The criteria used were students on the band 1 / 2 borderline who needs could be addressed by a rapid fix programme focusing on reading and understanding text which involves withdrawal from English lessons.</p>	£5000 (Contribution to cost of dedicated literacy support staff)	Only impacted two students both of whom had made expected progress by PTP3	<p>Both students made "expected" progress in the GL tests.</p> <p>ART Tests showed improved comprehension skills for both students.</p>
7	Numeracy	1:1 Support	Ongoing	<p>In-class support and group interventions in timetabled lessons</p> <p>Withdrawal lessons (Maths)</p> <p>Focusing areas of weakness highlighted by SATs review and internal assessment</p> <p>Withdrawal groups from form time</p>	£5000 (Contribution to cost of dedicated numeracy support staff)	7/8 students had made progress after re-testing at the end of the intervention.	<p>3/13 students made "expected" progress or better.</p> <p>Further analysis show that over half had made "expected" progress in number skills.</p>
7 & 8	Literacy	Accelerated Reader	Ongoing	<p>AR License - This has one hour per fortnight dedicated English curriculum time in addition, as part of the whole school tutor time programme, there is at least one reading session in tutor time per week.</p>	£2500 (Contribution to cost of AR and purchase of appropriate)	Of the initial cohort in year 7 identified from KS2 SATs only 4 students were identified as in need of 'urgent intervention' in the	All 4 students improved their reading age by 3 months or more in the second half of the year.

Year Group	Area of Need	Intervention	Timescale	Further Details	Cost	January Review	July Review
					reading books)	second round of testing (Jan/Feb)	
7	Pastoral	Summer School	August 2016	Summer School - Invitations sent to students identified as having weak literacy and/or numeracy and also vulnerable. Enable students to bridge the transition gap and build self-confidence	£500	Year 7 have made a positive start to the year and fewer 'settling in' issues reported (anecdotal only)	-
7/8	Whole school	General resources to support literacy and numeracy	Ongoing	Differentiation a whole school priority – subject areas supported to create differentiated resources with a literacy/numeracy focus	£426	-	-