



Year 7 Catch-up

In March 2013 the Department for Education confirmed that pupils who did not achieve a level 4 in English and/or Maths at the end of Key Stage 2 would receive a Year 7 catch up premium.

Year	Number of pupils	Allocation	Expenditure	Impact
2018 - 2019	<p>28 students less than 100 in Reading</p> <p>38 students less than 100 in Maths</p> <p>41 students less than 100 in GPVS</p>			
2017 – 2018	<p>51 students across the three assessments achieving less than 100.</p> <p>30 students less than 100 in Reading</p> <p>36 students less than 100 in Maths</p> <p>27 students less than 100 in GPVS</p>	£8758	<p>Discrete Numeracy lessons</p> <p>Lexia licenses</p> <p>Maths workbooks</p> <p>Fresh Start Programme</p> <p>Accelerated Reader Licenses</p>	<p>At the end of Yr 7 one of the 36 students who achieved less than 100 in Maths 8 had come off roll. Average progress of these 28 in Maths was 1.2 steps. Expectations is that students make on average 1.5 step of progress. 54% of these children made greater than 1 step of progress.</p>



				<p>Of the 27 students who had scored less than 100 in GPVS, four had come off roll by the end of Year 7. Average progress in English during Year 7 for those who did not achieve 100 in their GPVS SATs paper was 0.35 steps of progress. This falls short of the expected 1.5 step of progress. 9% of these students achieved exactly 1 step of progress.</p> <p>Average progress in English during Year 7 for those who did not achieve 100 in their Reading SATs was 0.34 steps of progress. This falls short of the expected 1.5 steps of progress. 8% of students achieved exactly 1 step of</p>
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				<p>progress. 4 of the 27 students have come off role since the start of the year when these figures were based on.</p> <p>English baseline measuring took longer than expected and therefore only 5 months of work was spent on improving attainment.</p> <p><u>Actions:</u></p> <p>HLTA specialists in English & Maths to be recruited to support in class small group work under direction of the class teacher.</p>
2016 – 2017	<p>35 students across the three assessments achieving less than 100.</p> <p>15 students less than 100 in Reading</p>	£6000	Specialist Maths LSA / tutor with QTS working part time on individual and small group intensive support with identified children.	At the end of Yr 7 one of the 27 students who achieved less than 100 in Maths had come off roll. Average progress of these 26 in Maths was 1.1 steps. Expectations is that



	<p>27 students less than 100 in Maths</p> <p>16 students less than 100 in GPVS</p>		<p>Targeted support with these children in Maths and discrete numeracy lessons.</p> <p>Lexia and comprehension support.</p>	<p>students make on average 1 step of progress. 54% of these children made greater than 1 step of progress. 8% of these students achieved exactly 1 step of progress in Maths.</p> <p>Of the 16 students who had scored less than 100 in GPVS, one had come off roll by the end of Year 7. Average progress in English during Year 7 for those who didn't achieve 100 in their GPVS SATs paper was 0.7 steps of progress. This falls short of the expected 1 step of progress. 13% of these children made greater than 1 step of progress. 20% of these students achieved exactly 1 step of progress.</p>
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				<p>Average progress in English during Year 7 for those who didn't achieve 100 in their Reading SATs was 0.7 steps of progress. This falls short of the expected 1 step of progress. 13% of these children made greater than 1 step of progress. 13% of students achieved exactly 1 step of progress.</p>
2015 - 2016	<p>10</p> <p>7 students less than a level 4 in Maths and English</p> <p>3 students less than a level 4 in Maths only</p> <p>0 students less than a level 4 in English only</p>	£6000	<p>Specialist Maths LSA with QTS working part time on individual and small group intensive support with identified children. Particularly using Springboard materials.</p> <p>£3000</p> <p>External 1:2 maths/English</p>	<p>In English all students made at least 2 sublevels of progress in English. All reached at least a level 4c</p> <p>.</p> <p>In Maths all students made at least 2 sublevels of progress.</p>



			<p>coaching</p> <p>Targeted support with these children in Maths and discrete numeracy lessons.</p> <p>Interventions on a 10-week cycle with review point at 5 and 10 weeks.</p> <p>Lexia and comprehension support.</p> <p>I-I Lexia support for two individuals. 3x a week</p> <p>40 mins 3x a week</p> <p>One to one reading support</p>	<p>Of those below Level 4, a student working at L2b on entry reached 3b (3 sub levels of progress).</p> <p>100% expected progress in Maths & English</p> <p>44% better than expected progress in Maths.</p> <p>50% better than expected progress in English.</p>
2014 - 2015	12	£7,000	Specialist Maths LSA with QTS working part time on individual and small group intensive support with identified children.	Maths: 100% made expected progress; 73% made better than expected



			<p>Particularly using Spring board materials.</p> <p>£6000</p> <p>Targeted support with these children in Maths and discrete numeracy lessons.</p> <p>Funding towards Symphony Maths licenses for identified children.</p> <p>Interventions on a 10-week cycle with review point at 5 and 10 weeks.</p> <p>Small group Lexia and comprehension support</p> <p>40 mins a day (£2000pa)</p> <p>One to one reading support</p>	<p>English: 91% made expected progress; 45% made better than expected</p> <p>Lexia group on average made 24 months progress in the year</p>
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2013 -2014	18	£9000	<p>In lesson LSA support, including withdrawal. £14,000</p> <p>Reduced sized group. £20,000 +</p>	<p>80% made 2 sublevels or more progress in maths</p> <p>70% made 3 or more sublevels progress in maths</p> <p>100% made 2 sublevels or more in English</p> <p>67% made 3 or more sublevels progress in English</p> <p>Reading Age increased by an average of 23 months</p>
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