

Year 7 Catch-up premium 2017/18

Evaluation report

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 students who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). In 2017 students scoring at least a scaled score of 100 will have met the expected standard of the test.

Funding details

Academic year	Total allocated funding
2017 – 18	£22,902 (45 students)
2018 – 19	£21,722 (43 students)

Smith's Wood Academy is determined to improve the progress of students in receipt of the Catch-Up premium. The specific needs of the students in terms of knowledge gaps is now identified initially in year 6 as part of the Academy transition programme and then by question level analysis of external baseline assessments in the September of year 7. The teaching of the small group 'Catch up' lessons is planned around this analysis and progress is reviewed twice per year as part of the Academy assessment policy. Students are also supported with 'Accelerated Reader' and the 'Success in Arithmetic' programme in mathematics. The Academy also provides bespoke curriculum offers for some students who are in need of additionally literacy and numeracy support.

Summary comments

By December 2018 (year 8) 31% of students eligible for the Catch Up premium in year 7 were now making at least expected progress in English and 71% in mathematics using the new Academy assessment strategy introduced in September 2018. The assessment of students at the end of year 7 (June 2018) was based on 1 stand-alone assessment. This showed that 30% of students were now making expected progress in English and 34% in mathematics. Additionally, external assessment of progress is now measured by GL assessment at the start and end of year 8 to establish the accuracy of the Academy progress data. This data will be available for the current cohort of year 7 students (July 2020).

Evaluation of 2017 – 18 Catch-up premium expenditure

Strategy	Evaluative comments	Lesson learned
Early identification of students in receipt of the Catch-up premium as part of transition programme and external baseline assessment.	Transition work was effective in identifying those students unlikely to achieve expected progress at KS2 however strategies were not implemented at an early stage alongside this and	Catch-up strategies need to be implemented via transition activities in year 5 and 6 to ensure that the gap between below and expected progress is not unsurmountable in year 7.

	therefore impact was negligible.	
Timetabled 'Catch-up' lessons in mathematics and English with specialist SEND teaching staff.	Small groups were selected based in inability of students to complete Spanish in year 7 due to lack of necessary literacy skills. Groups were small (19 students in total (41% of all students in receipt of Catch up premium). The number of students benefitting from this was too small and chosen based on limited criteria.	Size of Catch up groups need to be increased to at least 60% of eligible students and students need to be chosen based on wider criteria (KS2 scaled score, GL assessments, teacher professional judgement and parental opinion).
Use of accelerated reader programme to improve the reading age of 'Catch-up' students in Year 7	54% of students eligible for the Catch up premium increased their reading age as measured by the AR programme.	The AR programme needs to continue to support students eligible for the Catch up premium but needs to engage the support of parents at an earlier stage. The use of AR as part of the transition programme needs to be considered.
Use of 'Success of Arithmetic' to support catch-up students with maths.	The training of a maths NQT to deliver the 'Success of Arithmetic' programme was partly successful in that the teacher could then implement these strategies in lessons throughout the maths faculty. The smaller group work could not take place due to a lack of TA support.	The programme needs to be rolled out for year 7 students in 2018 / 19 to ensure its full impact. Students need to be selected after the first progress assessment in December 2018. This will then need to be replicated in subsequent years,

Strategies for 2018 – 19 Catch up premium expenditure

Strategy	Actions / Success criteria
Early identification of students in receipt of the Catch-up premium as part of transition programme and external baseline assessment.	<ul style="list-style-type: none"> • Students identified by transition lead as part of early feeder visits (March / April 18); • Identification of students for additional maths & AR support as part of visits; • Students identified and baseline assessments organised for September 2018.
Timetabled 'Catch-up' lessons in mathematics and English with specialist SEND teaching staff.	<ul style="list-style-type: none"> • Catch up groups to include at least 60% of students in receipt of premium; • Students chosen for groups based on: <ul style="list-style-type: none"> ○ KS2 scaled score; ○ GL assessments; ○ Teacher professional judgement; ○ Parental opinion.

	<ul style="list-style-type: none"> • Success criteria: <ul style="list-style-type: none"> ○ At least 70% of students in receipt of Catch Up premium make at least expected progress in English and mathematics by July 2020
Use of accelerated reader programme to improve the reading age of 'Catch-up' students in Year 7	<ul style="list-style-type: none"> • Success criteria <ul style="list-style-type: none"> ○ At least 70% of students improve their reading age in-line with age expected levels.
Use of 'Success of Arithmetic' to support catch-up students with maths as part of the extra-curricular 'Maths club'	<ul style="list-style-type: none"> • Success criteria <ul style="list-style-type: none"> ○ At least 70% of chosen students make at least expected progress by July 2020
Use of 'Mathletes club' as part of transition work for y5 and 6 students.	<ul style="list-style-type: none"> • Success criteria <ul style="list-style-type: none"> ○ At least 70% of chosen students make at least expected progress by July 2020