



Year 7 Catch Up Premium 2017/18

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support Year 7 pupils who did not achieve the expected standard in Reading or Maths at the end of Key Stage 2 (KS2).

1 Funding allocation for 2017/18		
Number in year group	Total catch up funding	Students eligible for funding
237	£14,207	75

	Number of students
Number of students that were not secondary ready in Maths	57
Number of students that were not secondary ready in Reading	45
Total Number of students that were not secondary ready	75

2 How we used the funding	
Transition group - identification	For the second year, in September 2017 EHS implemented a Year 7 'Transition Group' for 15 students. The students were identified following discussion with feeder schools and looking closely at KS2 data. This enabled us to select the students that we felt would most benefit from a timetable designed to boost their literacy and numeracy skills to reach expected age related levels.
Provision - £30251	The group were taught English and Maths by one dedicated teacher. In addition, they "dropped" French lessons and received additional sessions with a focus revisiting and embedding core literacy and numeracy skills.
Inclusion to cohort	The students were in regular tutor groups and were taught with the rest of their year group for all other subjects.
Progression	Individual progress of the students in the Transition Group was closely monitored, so that each student could leave the group when the time is right. At the end of the Autumn Term one student successfully made the transition to a full mainstream timetable, one student left the school and one student joined the group from mainstream, having been identified as vulnerable. All students transitioned successfully to mainstream English and Maths classes during the Summer Term, in preparation for a full mainstream timetable in Year 8.
Accelerated Reader Programme	All students benefitted from the Accelerated Reader Programme delivered through the English department. This is used in a dedicated hour each week to support literacy and test understanding enabling the department to intervene where necessary.
Books and resources	£526 of books and resources were bought.
Breakfast Reading Club	All students with a standardised score of less than 85 in the Star Reading Test or those with a SATs score below 95 were targeted with Breakfast Reading Club. Students worked with a Teaching Assistant or student from Year 10/11 and completed paired reading during registration once per week.

3 Impact analysis for 2017/18

Accelerated reader programme (£3,000)	All Year 7 students took part in the Accelerated Reader programme. The students took part in the Star Reading/Accelerated Reader scheme from September 2017.			
	Year 7 of 2017-18	% below SS 90	% above SS 110	Average SS
	SEPTEMBER 2017	16%	35%	104
	JULY 2018	15%	39%	107
	<p>For each individual student, the earliest standardised score obtained was compared to the most recent standardised score:</p> <ul style="list-style-type: none"> • 58% of students increased their score. This suggests that not only did those students make progress in line with the expectation for their age, but that they made progress at a higher rate than that of the national norm. • 19% of students increased their score by 10 Standardised Points or more. 			
Impact analysis of Transition Group	Comparing the English assessment results between Term 1 and Term 2 showed 92% of students made significant progress. In addition, 83% of students showed an increase in their reading standardised score in Accelerated Reader tests.			

4 Planned Spending 2018-19

	Number of students
Number of students that were not secondary ready in Maths	45
Number of students that were not secondary ready in Reading	41
Total Number of Students that were not secondary ready	61

5 The projected funding for 2018-19 is £14030. We plan to spend this in a number of ways including:

To have a designated teacher with responsibility for KS2 to KS3 transition to establish early identification and intervention.	To identify early the students that will require intervention and provide them with any additional resources deemed appropriate.
To provide classroom support to students that are not secondary ready through Teaching Assistants.	To invite those students who did not achieve the expected standard in Reading or Maths at the end of Key Stage 2 (KS2) to Homework Club so they are supported to complete their homework.
To target all students with a standardised score of less than 85 in the Star Reading Test with Breakfast Reading Club for 1:1 reading with a mentor.	