

Catch-up Premium Strategy 2016/17

Evaluation - Autumn 2017

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 at the end of key stage 2 (DfE).

For the academic year 2016/17, The John of Gaunt School received the same funding as the previous year.

Yr 7 Catch-up funding	
Total number of students eligible for English:	3 students <80 17 students ≤80 16 students 90-100
Total number of students eligible for maths:	20 students ≤93
Total amount of Catch-up funding received:	£17,500

Strategy & Evaluation of Impact

If students are making progress at a faster rate than their peers, we must aim for them to be working above target.

	% of all students on/above target	% of catch-up students on/above target	% of all students above target	% of catch-up students above target
English	87%	92%	46%	14%
Maths	64.4%	70%	45%	40%

		<u>Academic criteria</u>	<u>Intervention/Support</u>	<u>Impact Evaluation - Literacy</u>	<u>Impact Evaluation - Numeracy</u>
Tier 1	Additional Maths/English Faculty intervention	KS2 test score of ≤90 in English or maths.	<ul style="list-style-type: none"> - Accelerated reader programme. - Small group tuition with teacher or HLTA. - Tutor time maths booster sessions delivered by HLTA. 	Of the 36 students who were eligible for support or intervention via the English faculty in place of or in addition to the support they received from ILD, 31 have made expected progress and, of these 11 have exceeded their expected progress targets.	The analysis of entry and exit tests on the Mastery curriculum: Of the 20 catch up students, 9 have made progress over all the topics they have sat the exit test for. 10 students have made progress in all but one exit test; with 4 matching their earlier performance. Of the

			- In class support for targeted students with maths & English TAs.	Only 5 students have not made expected progress in line with their expected attainment pathway (the target generated by their baseline assessments in September). These students will continue to receive support from the English faculty.	remaining 2, one student made progress in 4 of the 6 tests and one other is no longer at the school.
Tier 2	Individual Learning Department Intervention	KS2 test score of ≤90 in maths.	<p>- Small group interventions in reading (SRA corrective reading programme) and spelling, delivered by SEN teachers or experienced TA's.</p> <p>- Small group maths intervention delivered by a TA.</p>	<p>Reading – decoding (ILD intervention) 18 students were eligible for 'decoding' intervention for reading. Of these, 16 made at least 1 year progress in terms of reading age, 4 made at least 2 years progress in terms of reading age and 1 made over 4 years progress. 2 students did not make this level of progress – 1 due to parental refusal to engage with intervention and 1 who is an EAL student is making slower progress. Of the 17 students who did receive the intervention, 11 are now in line with where they should be and no longer require intervention for 'decoding'.</p> <p>Reading – comprehension (comprehension intervention from ILD/English HLTA) 21 students were eligible for reading 'comprehension' intervention. Of these, 13 have made at least 1 year progress in terms of reading age, 11 made at least 2 years progress in terms of reading years and 6 made over 3 years progress. 1 students did not have the comprehension intervention as they also needed decoding intervention. The student has made progress in terms of reading age. Of the 20 students who did receive intervention, 11 have now 'caught up' and no longer require intervention for comprehension. There are 9 students whose reading age is still below expectations and these students will continue to have support with comprehension, via the English faculty.</p>	

Tier 3	Transition curriculum	KS2 test score of ≤ 80 in English and maths or were not entered for KS2 tests.	<ul style="list-style-type: none"> - Full curriculum support within the transition group (very low numbers). - High focus on phonics (sound discovery programme), spelling intervention and number bonds (success with arithmetic programme). - Adapted curriculum time with increased English & maths. - Experienced primary trained teacher delivering all English & maths. - Additional small group support with SEN specialists as required. 	<p>One student was moved out of the transition group due to making significant progress.</p> <p>Other students continue to receive targeted support in year 8.</p>	<p>One student was moved out of the transition group due to making significant progress.</p> <p>Other students continue to receive targeted support in year 8.</p>