

# Year 7 Catch-Up Premium

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## What is the Catch-Up Premium?

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.

## How much Year 7 Catch-Up Premium do we expect to receive this financial year (2018-2019)?

The Education and Skills Funding Agency (ESFA) allocates the Catch Up Premium to Castle Donington College annually. This funding is adjusted to reflect the percentage change in the size of our Year 7 cohort, based on the October census. We receive the funding each March. In 2018 we received £15466. We expect to receive a further payment in March 2019.

KS2 SATs results May 2018 revealed;

- 32 students did not meet the KS2 expected standard in writing
- 22 students did not meet the KS2 expected standard in Reading.
- 25 students did not reach the KS2 expected standard in Maths.
- 10 Students did not reach the KS2 expected standard in Reading and Maths.

## Research Base

The DFE document '*Literacy and Numeracy Catch-Up Strategies*' published in September 2018, suggests that there are a variety of different approaches available to support low-attaining year 7 pupils to catch up, with robust evidence to show if they work or not.

The report concludes that **Writing** interventions appear to show consistently good results. **Reading comprehension interventions** generally have a positive effect on pupils' attitudes towards reading; **computer-based interventions** appear effective, and some one-to-one methods have substantial positive results on pupils' literacy progress. There is however inconsistent evidence around how effective phonics approaches, summer and Saturday schools, and blended interventions are as a catch-up strategy for low-attaining year 7 pupils.

The report goes on to suggest that much less is known about what works to support low-attaining year 7 pupils catch up with their peers in numeracy. The few **numeracy interventions** which have been trialled in schools nationally, with year 7 pupils have not proven to be effective.

The transition from primary to secondary school has also been identified in the research as a time where progress for some pupils can be below what would be expected. It therefore follows that a **smooth transition** should help facilitate pupils to catch up with their peers. The report suggests that key principles which appear to facilitate a successful transition from primary to secondary school include: maintaining collaboration before and after transfer; facilitating effective communication; prioritising and investing in school visits and induction programmes; developing practices for particular types of pupils and ensuring clear roles and responsibilities for transition are identified and supported by senior leaders and evaluated.

Castle Donington College has considered the research carefully as part of the evaluation and planning process.

## How does Castle Donington College intend to spend the funding 2018-19?

Based on the research (outlined above) the funding will be used to raise attainment of eligible pupils at Castle Donington College, in English and Maths, in the following ways:

- a. **Enhanced staffing to provide small group support/ intervention** for pupils in English and Maths
- a. Introduction of **cross curricular Literacy and Numeracy strategies** following staff training
- b. Introduction of **writing and reading programmes** and investigation/ purchase of **computer based programmes**
- c. **Support materials and resources** for students to work at home with parents
- d. Enhanced provision for **Springboard** to ensure additional support is available in English and Maths
- e. Enhanced focus / liaison during **Primary Transition and Induction** programmes 2018-19

## How did Castle Donington College spend the Year 7 Catch-Up Premium last year?

KS2 SATs results May 2017 revealed;

35 students did not meet the KS2 expected standard in Reading.

38 students did not reach the KS2 expected standard in Maths.

24 Students did not reach the KS2 expected standard in Reading and Maths.

Castle Donington College received a total of **£12,398** in March 2017

We were able to use the question level analysis function in the Analyse School Performance (ASP) service, to identify specific areas to focus on with our new Year 7 pupils who hadn't reached the expected standard in Key Stage 2 Tests.

The funding we received was allocated in the following ways;

**1. Small group support (£8,180) Enhanced Staffing**

In Year 7, the lower ability sets in Maths had additional support from an experienced maths teacher. Funding was used to release an experienced teacher of English to work with identified students in small groups. The Springboard Provision benefitted from an additional Learning Support Assistant. Smaller class size incurs a cost for staff to pupil ratios.

**2. Tutor Time Intervention (£3760) Enhanced Staffing**

Additional staff time was created and Leaders of English and Maths were deployed to provide intervention activities with lower ability pupils, during both registration and at after school clubs. Designated classroom space was made available for small group withdrawal. Pupils were tracked as a distinct group, results were monitored closely with appropriate intervention strategies agreed and reviewed at fortnightly Line Management meetings.

**3. Transition Activities (£460)**

Activities to ensure Year 6 pupils made a confident start at the College including visits and collaborative project work. Much of this work involved reading and numeracy challenges with staff on hand to support and engaging resources.

**How did last year's allocation make a difference to the attainment of the pupils who benefitted from the funding?**

The extra capacity, as a result of enhanced staffing, to intervene with pupils in small groups and monitor them more closely resulted in positive outcomes. Focused and timely support to help students access the curriculum, build confidence and understand key concepts enabled some to make accelerated progress. The positive impact of progress in reading and Maths allowed students to access the wider curriculum and be successful in other subjects.

Maths

- 28 students (80%) achieved Grade 1 by the end of Year 7 (Summer 2018) and so are attaining in line with their peers at the expected level for a Year 7 student
- 7 students (20%) achieved Grade 2 at the end of Year 7 (Summer 2018) and so are attaining above the expected level for a Year 7 student

Reading

- 30 students (88%) met Grade 1 by the end of Year 7 (Summer 2018) and so are attaining in line with their peers at the expected level for a Year 7 student
- 22 students (65%) achieved Grade 2 at the end of Year 7 (Summer 2018) and so are attaining above the expected level for a Year 7 student

Reviewed September 2018