

## Year 7 Catch Up Premium 2015-16 - review

In 2015-16 Cardinal Newman was allocated £10000 in funding as part of the Year 7 Catch Up initiative. Year 7 catch-up funding provides an additional £500 for every student who has not achieved level 4 in reading and/or maths at key stage 2. This funding aims to help these students to 'catch up' with their peers during their first year in the College.

We received funding for 19 students in total – 10 students in English and 17 students in Maths with a high level of overlap between the two groups.

Area of Expenditure	Amount £10,000	Strategies	Impact	Evidence
Use of data to maximise progress and attainment	£2,500	<ul style="list-style-type: none"> <li>• Analysis of attainment and progress using SISRA</li> <li>• Ambitious target setting</li> <li>• Monitoring , tracking and intervention</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of Challenge</li> <li>• Close monitoring and tracking. It is now much easier to track student progress using SISRA. The Y7 catch up cohort were also identified in SISRA as a specific group</li> <li>• Early intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment point 2-5</li> </ul>
Targeted intervention in English	£2,900	<ul style="list-style-type: none"> <li>• Ensure staff are all aware of the pupils in this cohort and stringently track the progress of these pupils using the departmental tracking system.</li> </ul>	<ul style="list-style-type: none"> <li>• Department used baseline assessments to identify strengths and weaknesses of the Catch Up cohort and developed a series of lessons which specifically targeted key skills. Progress tracked via SISRA after each half term and appropriate interventions were put into place to secure greater improvement. The progress of some pupils within the cohort appears to be limited, 50% of pupils (7) are currently expected to achieve their forecast. This however, may be reflective of aspirational target setting and uncertainty about the grade boundaries for the new GCSE Specifications. Referrals have been made to SEN dept for those pupils whose literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment point 2-5</li> </ul>

		<ul style="list-style-type: none"> <li>• Use of 'Accelerated Reader' by 'Catch up' pupils is closely monitored by HPA/JDA to ensure progression in reading levels</li> <li>• Reading Buddy system -Yr9/10 pupils to work with 'Catch-up' Yr 7 pupils to increase confidence and understanding</li> <li>• Use of rewards to celebrate achievement and progress of 'Catch</li> </ul>	<p>level is a particular cause for concern. In some cases, outside agencies are now involved..</p> <ul style="list-style-type: none"> <li>• Pupils gained confidence visiting the library. There were improved attitudes to reading for pleasure which was evident in Learning conversations with pupils. Teaching staff and TA's regularly listened to pupils' reading during library sessions and this helped to build confidence and self-esteem. 60% of pupils showed a good increase in their reading ages. However, 4 pupils did not progress sufficiently – 1 of these pupils needs specialist intervention as he is working at KS1 level and the other 3 pupils did not get behind the AR programme and read at home. The department and JDA will target these pupils for additional support during their 'Literacy' lessons this academic year.</li> <li>• The department made the decision after assessing the ability level of the pupils that small group intervention, with targeted pupils, would be more effective in accelerating progress. HPA worked with small groups to develop their phonic knowledge as some pupils are unable to read fluently or even decode the meaning of simple sentences. KMA worked with another group to focus upon sentences, punctuation and developing strategies for spelling.</li> <li>• The achievements of pupils were celebrated during English lessons and assemblies. Pupils</li> </ul>	
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		<p>up' cohort</p> <ul style="list-style-type: none"> <li>• Use of literacy support periods to reinforce basic skills</li> <li>• Deliver workshop sessions to accelerate progress in reading and writing</li> </ul>	<p>responded very positively to verbal praise, certificates, postcards, etc and there were increased levels of motivation from many pupils within the 'Catch Up' cohort.</p> <ul style="list-style-type: none"> <li>• Department used the additional literacy period which was timetabled each week to reinforce basic literacy skills. A wide range of competitions, quizzes, group and independent tasks were incorporated in order to consolidate understanding and develop skills further. This strategy helped pupils to enjoy and achieve. All pupils within the 'catch Up Cohort' also had the opportunity to attend the 'Grammar and Punctuation' roadshow.</li> </ul>	
Targeted intervention in Mathematics	£2,000	<ul style="list-style-type: none"> <li>• Ensure staff are all aware of the pupils in this cohort and stringently track the progress of these pupils using the departmental tracking system.</li> <li>• To look at KS2 TA's in the individual strands of maths to see if any area is higher/lower than the others and</li> </ul>	<ul style="list-style-type: none"> <li>• Staff ensured these pupils were fully engaged in class and participating in the lesson. These pupils were constantly highlighted on tracking/assessment systems to look for under performance and discussed after each assessment point. Of the 17 pupils who attained below a level 4 in maths at KS2, 9 were on target to meet their forecast at the end of the year and 8 were not. Forecasts range between a 2 and a 4. Of the 17, 5 got a 3a, 5 a 3b, 3 a 3c and 2 an N or a B. 3/5 of the 3a pupils were on target, 2/5 of the 3b, 3/5 of the 3c and ½ of the N/B pupils were on target.</li> <li>• Analysis showed little variation in the different strands. Baseline papers also fully analysed but there were no patterns in what</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment point 2-5</li> </ul>

		<p>analyse assessments completed by this cohort to identify particular areas of weakness</p> <ul style="list-style-type: none"> <li>• Ensure all of these pupils attend paired mentoring programme and carefully pair the Y10/11mentors with each pupil</li> <li>• Investigate accelerated Maths</li> <li>• Highlight any pupil who is not on target to achieve in line with expectation and put support in place e.g. in class support, TA support, withdrawal if timetabling permits</li> </ul>	<p>pupils found difficult.</p> <ul style="list-style-type: none"> <li>• The majority of these pupils regularly attended</li> <li>• The funding was not available for this. Instead, the schemes of work have been adapted to incorporate a higher proportion of numeracy so that basic skills are continually reinforced.</li> <li>• A dedicated group of 8 students was identified to work with a L3 TA on a daily basis on number skills. Students were withdrawn from the curriculum. Although this did not impact on all students in test scores, there was an overall increase in confidence in maths for all students.</li> <li>• A numeracy day was held again for this cohort to increase confidence and engagement by making maths fun.</li> <li>• Work continued to be sent home to secure parental involvement in helping to improve numeracy skills</li> </ul>	
Support for SEN	£2,600	<ul style="list-style-type: none"> <li>• Department to continue to follow new SEN Code of Practice (July 2014)</li> </ul>	<ul style="list-style-type: none"> <li>• All students who are in the Y7 and SEN cohorts have a pupil passport which supports quality first teaching in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment point 1-5</li> </ul>

		<ul style="list-style-type: none"> <li>• Analysis of KS2 and baseline English, Maths, Reading and Spelling data to identify intervention needs and further analysis by SEN manager to identify specific SEN needs of students.</li> <li>• Establish core group to monitor progress of cohort and deliver targeted intervention for students who are not making progress fast enough. Devise programme with emphasis on reinforcement of basic numeric skills</li> <li>• Identified L3 TA support for this cohort of students. Progress monitored regularly through reports and via Maths, English, Reading and spelling data.</li> </ul>	<ul style="list-style-type: none"> <li>• All information was analysed and disseminated by TAs and any students identified have been assessed by the Specialist teacher and appropriate strategies and exam access arrangements are implemented via pupil passport</li> <li>• TA ran a daily maths intervention group for 10 weeks which was successful in increasing student confidence in maths although increase in attainment was more sporadic and depended on student engagement and aptitude</li> <li>• Provision was not consistent because of staffing restrictions due to GCSE courses. However, L2 support was allocated to both 7 Set 4 groups. Progress was a regular discussion item at SEN group meetings and further intervention was put in place during form time.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist teacher assessments</li> <li>• Pupil passports</li> <li>• Maths intervention records</li> <li>• Intervention records</li> </ul>
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Reviewed Nov 2016