St Clement's High School Year 7 Catch Up Report - 2018-2019

Context

The literacy and numeracy catch-up premium gives state-funded schools, additional funding to support year 7 pupils who did not achieve the expected standard in English or maths at the end of key stage 2. In 2018 to 2019, funding was allocated similar to the overall amount of year 7 catch-up premium funding we received in 2017 to 2018, with the additional of the percentage change in the size of our year 7 cohort (+2.26%), based on the October 2018 census.

In 2018-19 SCHS received £13, 377. The money is not provided so that students make expected progress. That should happen in a school without additional funding. The aim of the additional funding is to provide accelerated progress to narrow the gap with the rest of the cohort.

Identification.

The students are identified using KS2 data. The criteria, is not meeting the expected standard (scaled score of 100) at KS2 for Maths or English (Reading & GVP). This produced a cohort of 50 students.

Total cohort (63)	**Not at Standard in Maths** – 9 students	**Not at Standard in English** – 19 students	**Not at Standard in neither English & Maths** – 35 students
	Pupil Premium – 11 students (17%)	**Receiving SEN Support** – 16 students (25%)	**Both Pupil Premium & SEN Support** – 10 students (16%)
Carried over from 17-18 (35)	**Not at Standard in Maths** – 9 students	**Not at Standard in neither English & Maths** – 26 students	35 Students additional focus solely on Maths for 2018-2019 due to change in leadership in mathematics.

The table below summaries the approach of the school in 2018-2019

The money below has been supplemented with the Maths catch-up budget from 2017-2018 with the additional 35 students receiving catch-up support in this academic year, with the aim that these students, with the guidance of new leadership make accelerated progress in narrowing the gap. Their progress has been monitored and recorded under the catch up premium report 2018-2019.

Strategy	Cost (approx.)	Expected Outcome
Accelerated Reader This computer based programme used within all English lessons and additional provision provided for students not at standard. Students independently read books (aimed at their ability) and answer comprehension questions on it.	software **£1800**	• **Sustained improvements in English/reading age**
Homework Group This is an after school provision which operates once a week for targeted individual support.	**£1000**	• **Homework grades of 1 and 2 are achieved** • **Homework detentions are rare**

Targeted Intervention Support – English Run or monitored by teacher assistants and English HOD, to ensure highlighted needs of these students are being met to allow for accelerated progress, particular focus for GPV.	**£15,000**	• **Monitoring by HOD to achieve successful DDT programme.** • **Sustained improvements in GPV.**
Targeted Intervention Support – Mathematics Run or monitored by teacher assistants and English HOD, to ensure highlighted needs of these students are being met to allow for accelerated progress.	**£15,000**	• **Monitoring by HOD to achieve successful DDT programme** • **Tutor time session support and follow-up intervention from classwork in small groups for accelerated progress.**
Mental Mathematics Improvement Improvement in Mental Mathematics from TT Rockstar purchase, printing of resources, administration cost of inputting results and 2nd in department to monitor progress.	**£94.90 + £1000**	• **Improvement in mental arithmetic recall as shown in twice weekly assessments** • **Application of quicker mental mathematics ability to written classrooms noted in the classroom setting**
Numeracy Ninja Support Ran by 2nd in department to ensure basic skills were tested regularly in class. Printing of resources, administration cost of inputting results and monitoring of progress. Tailored catch-up for identified students with the Maths Mentor of request from 2nd in department's analysis.	**£1000**	• **Recall of basic skills before applications are made in class** • **Tailored provision given to catch-up students based on the information collated.**

We will supplement the budget with additional funds if required. In addition we would as a consequence of the above strategies strive for the following improvements;
- Improvements in attendance
- Students gaining ATLs of 1 or 2
- Students enjoying school.

Successes of the 2018-19 Strategy

General data – Y7

Year 7 Catch up	On or above expected progress	Working towards expected progress	Seek guidance from subject teachers to secure expected progress
ATL (overall and homework)	**Less than 2**	**2.-3**	**3.1 +**
	85% (93%)	15% (7%)	0
Overall Progress Grades	**Green**	**Yellow**	**Lilac**
	50% (52%)	48% (45%)	1 (3%)
English Progress	**Green**	**Yellow**	**Lilac**
	58% (64%)	42% (36%)	0 (0)
Maths Progress	**Green**	**Yellow**	**Lilac**
	68% (70%)	32% (29%)	0 (0)
Annual attendance	**95%+**	**94-90%**	**Less than 90%**
	61% (71%)	24% (21%)	15% (8%)
The average attendance for Year 7 Catch up is 94% (The cohort is 95.3%)			

Our catch-up cohort made similar progress overall and in Maths to their peers, showing a successful programme, they are -6% below the cohort at achieving on or above expected progress in English with more of them working towards expected progress than their peers (+6%). Their overall attendance was slightly below their peers, with fewer students (-10%) being in school 95% of the time, this will have effected accelerated progress slightly.

General data – Y8

Y8 Catch up	On or above expected progress	Working towards expected progress	Seek guidance from subject teachers to secure expected progress
ATL (overall and homework)	**Less than 2**	**2-3**	**3.1+**
	73% (83%)	27% (17%)	0 (0%)
Overall Progress Grades	**Green**	**Yellow**	**Lilac**
	65% (54%)	34% (42%)	1% (3%)
Maths Progress	**Green**	**Yellow**	**Lilac**
	76% (65%)	21% (34%)	0% (0%)
Annual attendance	**95%+**	**94-90%**	**Less than 90%**
	36% (58%)	42% (28%)	21% (13%)
The average attendance for Year 8 Catch up is 93% (93.4%)			

Overall their lower attitude to learning added to the challenge of this catch-up group, however their Maths progress accelerated that of their peers with +11% being on or above expected progress by the end of the academic year. Their attendance is in line with the cohort.

The data for the Year 7 groups presently involved with the Accelerated Reader programme this year are

Reading Age	No change or decline	2 months to a year	More than a Year
September – September	5% (12%)	24% (52%)	51% (36%)

Students shown in the "no change or decline" box above; will have further support in the next academic year, through more focused intervention in the English department and within their other subjects. There is less students making no change/decline than their peers. These will continue on the 1:1 intervention with a more directed approach. The brackets illustrate the progress made by the rest of cohort in comparison, with the majority of catch-up students making more than a year's progress and substantially more than their cohort.

Year 7 and Y8 Catchup Students – mathematics

TT Rockstars

The student undertook a times table quiz once per week listening to rock music whilst they worked. Students were given different timestables and combinations of tables throughout the year. In order to ascertain progress students were given the same times table task at the beginning and the end of the year.

The scores are for the catch up students;

	Mean time at the start of the Year	Mean time at the end of Year	Difference
Year 7	17.7 seconds per question (7.5)	3.8 seconds per question (2.8)	+13.9 sec
Year 8	3.7 seconds per question (2.4)	3.6 seconds per question (2.3)	+1 sec

The improvement in timetables gave students more confidence and quicker recall in other areas of mathematics, supporting them in their application of knowledge. Year 7 students at the end of the year are slightly behind their peers in relation to speed but have made sufficient progress throughout the year (+13.9 seconds recall). Similarly year 8 follows a similar trend that both the cohort and the catch-up students increased their speed of recall.

Numeracy Ninjas

This was a strategy employed later in the year. Students completed one Numeracy Ninja task per week. Teachers gave out answers at the end of five minutes. Particular difficulties in the class were identified whilst circulating and these addressed during feedback. The aim was to address a maximum of three key points per feedback session to ensure these points were made sufficiently well, maths intervention focused on these areas for our catch-up students.

	Mean for Catch Up Student (start)	Mean for Catch Up Student (end)	Progress shown	Number of Catch-up students above the year group mean
Year 7	14.3 (20.2)	17.6 (23)	+ 3.3 (+2.8)	7
Year 8	18.5 (22.4)	21.8 (26)	+3.3 (+3.6)	14

Students have made progress throughout the scheme in both Y7 and Y8, with Y7 catch-up students exceeding the rest of the cohort in the progress made. Overall Y8 students had more catch-up students above the year group mean, but both groups year groups showed overall success. The success of this programme has led to it being rolled out into all ks3 lessons and tutor time for the next academic year all students showing enthusiasm towards the scheme.

The focus on catch-up students has also led to a number of students in both Y7 and Y8 moving up maths sets, based on the progress and attainment they have made throughout the year. Overall seven Y7 students on the catch-up programme have moved up one set, with a further two students moving up two sets. In Y8 ten students on the catch-up programme have moved up a set.