

St Clement's High School Year 7 Catch Up Report

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 2017 to 2018, funding was allocated similar to the overall amount of year 7 catch-up premium funding we received in 2016 to 2017, with the additional of the percentage change in the size of our year 7 cohort (+9.92%), based on the October 2017 census.

In 2017-18 SCHS received £13, 082. 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 (50)	Not at Standard in Maths – 9 students	Not at Standard in English – 17 students	Not at Standard in neither English & Maths – 24 students
	Pupil Premium – 19 students (38%)	Receiving SEN Support – 15 students (30%)	Both Pupil Premium & SEN Support – 5 students (10%)

The table below summaries the approach of the school in 2017-2018

Due to the temporary leadership in Maths during this academic year, the academy made the decision to delay the additional support given to the students arriving below the expected standard. This has allowed the academy to carry forward some of the grant to future financial years (academic year 2018-2019)*, with the aim that these students, with the guidance of new leadership make accelerated progress in narrowing the gap. Their progress will be 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 Staffing £3,600	<ul style="list-style-type: none"> • Sustained improvements in English/reading age
Homework Group This is an after school provision which operates once a week for targeted individual support.	£1000	<ul style="list-style-type: none"> • Homework grades of 1 and 2 are achieved • Homework detentions are rare
Targeted Intervention Support 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	<ul style="list-style-type: none"> • Monitoring by HOD to achieve successful DDT programme. • Sustained improvements in GPV.

*As shown in Year 7 catch-up: 2017 to 2018 conditions of grant (February 2018) section 4

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 2017-18 Strategy

General data

	Above expected School level	At expected School Level	Just below expected School Level	Well below expected School Level
ATL (Overall)	(1.8+) 21 (52%)	(1.9-2.4) 19 (46%)	(2.5-3) 1 (2%)	(3.1+) 0
ATL (Homework)	(1.8+) 16 (40%)	(1.9-2.4) 24 (58%)	(2.5-3) 1 (2%)	(3.1+) 0
Overall Progress Grades	BLUE 0	GREEN 41 (100%)	AMBER 0	PURPLE 0
English Progress	BLUE 0	GREEN 41 (100%)	AMBER 0	PURPLE 0
Annual Attendance	(99+) 4 (10%)	(95-98) 16 (39%)	(90-94%) 16 (39%)	(less than 90%) 6 (12%)

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

Reading Age	No change or decline	2 months to a year	More than a Year
September – July	10%	53%	37%

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. They will continue on the 1:1 intervention with a more directed approach. One student has very low attendance, home are now accessing the programme when possible.