

Year 7 Pupil Catch-up Group Report 2019 (Feb 2019)

The Year 7 Catch-Up premium provides additional funding to schools. The funding is aimed at those Year 7 pupils who did not achieve the expected benchmark level in the Key Stage 2 National Curriculum tests in reading and/or mathematics. The funding is expected to accelerate the progress of identified pupils in English and Mathematics by allowing the school to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils who most need it, so that they catch up with their peers.

Currently, 36 pupils have been identified as being below expected level in Maths and 33 in English for the support. 21 pupils are given support in Literacy, 29 in Numeracy and 21 in both Literacy and Numeracy.

Funding and Expenditure

Total money received for 2017-18 was £9,353 with the new financial funding of £9,123 for 2018-19 (funding expected to be paid March 1st 2019). Total expenditure (details below) was £17,320 for literacy initiatives and £7,309 for numeracy. This is significantly over the catch up funding budget but the initiatives implemented were over the academic year.

Last year, 28 pupils were identified for the support. All 28 pupils were given support in Literacy, 8 in Numeracy only and 8 in both Literacy and Numeracy.

Literacy - Review of 2017-18

Improving literacy skills for Year 7 group - this involved providing Sound Training I (a phonic based programme) for identified pupils with weak literacy skills who would be taught in small groups. These pupils were also not following Modern Foreign Languages in Year 7 and were involved in Literacy Support lessons with specially trained staff. Pupils also participated in a Reading Buddies scheme where pupils were chosen from Years 9 & 10 to work with those who were weaker readers.

Sound training showed 95% of the cohort improved their standardised reading score. Due to the continued success of Sound Training the number of sessions has increased from 6-7 per group (of no more than 3 pupils). The number of staff leading the programme has also been increased with a further 2 staff being trained. Data shows literacy support groups were not particularly effective whilst sound training had greater impact. However, the impact is difficult to measure in terms of reducing stress and workload from Modern Foreign Languages for weaker pupils. The decrease in workload and associated stress is something that pupils in literacy support speak about in positive terms, though the effect of this may not be measurable. Improved confidence in reading developed through the peer to peer reading also helped to create a "culture" of reading, promoted by pupils rather than teachers.

Literacy Review of 2018-19 to date (Feb 2019)

Sound training - Pupils targeted based on reading ages and with an emphasis on selecting Pupil Premium Catch-Up funded pupils were in the first cohort of the new Sound Training groups.

Impact - Average increase of 1.3 yrs reading age for Pupil Premium pupils after 6-7 week accelerated reading programme. Highest increase after 6 weeks as much as 2.7 years.

Sound Training resources continue to be used every three weeks in form time on Literacy Mondays in an effort to embed skills across the school. Target is to involve all Pupil Premium pupils in Sound Training by the Summer of 2019.

Literacy lessons help to support Pupil Premium Catch-Up funded pupils with weak literacy skills. Small class sizes help to develop their confidence and benefit their academic progress. Teacher/pupil voice surveys at the end of the year will help to evaluate schemes of work and PP pupil engagement of literacy lessons. The Bedrock Vocabulary programme will be implemented in Term 5 2019 and the programme's statistics suggest it improves Pupil Premium attainment by 48%. Using the programme for homework and during Literacy lessons, will aim to increase the performance of PP pupils and close the vocabulary gap by Term 5 2020.

Numeracy Review 2017-18

Numeracy Catch Up for identified pupils was taught in one to one and small groups and this was led by a subject specific Teaching Assistant. Lesson booklets and activities were delivered to pupils to improve basic numeracy proficiency either in tutor times or as part of the programme where pupils did not follow the Modern Foreign Languages course. Each session started with a progress check from the last session. All but one pupil for all sessions was able to move from one "level" in the session to the next "level" in the subsequent sessions.

Although pupils made some progress in outcomes, this was not felt to be significant enough and this scheme will now be run by a more qualified member of staff. A Numeracy Co-ordinator continues to be employed to raise the profile of maths across the school and with all pupils as well as with those who are accessing extra support. Maths equipment is also provided to support pupils and overcome barriers to progress.

Numeracy Review 2018-19 to date (Feb 2019)

Numeracy - A numeracy programme has been launched targeting pupils with weak numeracy skills, including Pupil Premium Catch-Up funded pupils. They have been provided with a programme of topics to study using Maths Watch. The success of this programme will be evaluated based upon future attainment in lessons as well as pupil and parent surveys.

All pupils in the lowest attaining sets in years 7 to 9 have been invited onto this programme and the resources are available on the school website. Instructions have been given to the Prep Club supervisor so that pupils can receive support here if they do not get it from home.

Several Teaching Assistants and Schools Direct Trainees implement weekly one-to-one intervention with PP pupils during tutor time, providing targeted support to the weakest Pupil Premium Catch-Up funded pupils.

In tutor time, KS3 pupils are working through “Numeracy Ninjas”. This is a series of questions aimed at providing regular practice of key numeracy skills.

Numeracy lessons are also run for pupils who are withdrawn from Modern Foreign Language lessons. These provide pupils with weak numeracy skills additional practice in smaller groups. This is led by specialist teachers and is therefore expected to have an impact.