

Background

The Government provides additional funding to schools for each Year 7 pupil who did not achieve the expected level (scaled score of 100) in the Key Stage 2 national curriculum tests in reading and/or mathematics. The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it.

In the 2018/19 academic year, DfE funding for schools was provided at the same level as in 2017/18, adjusted to reflect the percentage change in the size of the Year 7 cohort.

This report reviews the use of the Year 7 Catch Up Premium for the 2018-19 academic year.

Finance

Available funding: £16,370

Spending - Percentage breakdown

Staffing – 10 LSAs	
Targeted one-to-one and small group literacy and numeracy intervention	80%
Staffing	
Training and monitoring Administration	20%

OUTCOMES: Numeracy

Cohort 1: 10 pupils

- Pupils with a KS2 maths scaled score of 94 and under
- Pupils with a numeracy age (assessed using the Basic Number Age screening test) of <9.06
- 12 week intervention of 2 x 20 minute sessions per week, or until they complete the programme, during a science or maths lesson and one form time per week
- Programme delivered on a one-to-one basis

Number of eligible pupils	10
% pupils increasing their number age by July 2019	90%
% pupils making expected/more than expected progress in maths by July 2019	100%

Average number age at start	9 years 2 months
Average number age at end	10 years 2 months
Progress	+1 year

Cohort 2: 12 pupils

- Pupils with a KS2 maths scaled score between 95 and 98
- Group intervention of 1 x 20 minutes per week during form time following the IDL Numeracy package
- 2 x 20 minute sessions as homework

In addition to the interventions delivered by the SEND department, these pupils received additional interventions through their maths lessons by:

- Mathswatch intervention
- Mastery scheme of work for lower ability
- Collaboration with TAs to ensure students with SEND students have the same opportunities as non-SEND students
- Smaller sets for groups 4 and 5

Number of eligible pupils	12
% pupils increasing their number age by July 2019	67%
% pupils making expected/more than expected progress in maths by July 2019	92%

Average number age at start	10 years 5 months
Average number age at end	11 years 1 month
Progress	+9 months

OUTCOMES: Literacy

Cohort 1: 16 pupils

- Pupils with a KS2 reading scaled score of 94 and under
- Pupils with a reading/spelling age of <09.06
- 12 week intervention of 1 x 20 minute session per week during an English or Spanish lesson and one form time per week.
- Programme delivered on a one-to-one basis
- Two IDL Literacy lessons per week at home to support their literacy skills

Number of eligible pupils	16
% pupils increasing their reading age by July 2019	100%
% pupils making expected/more than expected progress in English by July 2019	81%
% pupils making more than expected progress in English by July 2019	38%

Average reading age at start	8 years 2 months
Average reading age at end	10 years 2 months
Progress	+2 years

Average spelling age at start	9 years and 2 months
Average spelling age at end	10 years and 2 months
Progress	+1 year

Cohort 2: 21 pupils

- Pupils with a KS2 reading scaled score between 95 and 99
- One-to-one intervention of 2 x 20 minutes per week during form time
- IDL literacy programme and any individual literacy targets

In addition to the interventions delivered by the SEND department, these pupils received additional interventions through their English lessons by:

- Collaboration with TAs to ensure SEND students have the same opportunities as non-SEND students
- Smaller sets for groups 4 and 5
- Lower sets have 4 lessons following the SOW, one guided reading lesson, one literacy skills lesson and one *Let's Think in English* lesson.

Number of eligible pupils	21
% pupils increasing their reading age by July 2019	90.5%
% pupils making expected/more than expected progress in English by July 2019	100%
% pupils making more than expected progress in English by July 2019	19%

Average reading age at start	10 years 1 month
Average reading age at end	10 years 5 months
Progress	+4 months

Average spelling age at start	12 years
Average spelling age at end	13 years and 2 months
Progress	+ 1 year and 2 months

OUTCOMES: Greenhouse Project

Greenhouse Project: 11 pupils

The Greenhouse is a project that began in September 2018 at De La Salle Catholic High School. The Greenhouse project is available to students who are not yet secondary school ready. The aim of The Greenhouse is to support and enable these students to reintegrate into mainstream education transitionally throughout Y7/8. The students in The Greenhouse did not achieve age-related expectations throughout primary school and in completion of end of KS2 SATs. Pupils in The Greenhouse cohort have a range of additional needs and social, emotional, behavioural and mental health issues. The Greenhouse is a caring and nurturing space where children are given personalised support and attention to allow them to achieve, progress and flourish both educationally and personally. If The Greenhouse was unavailable these students would otherwise struggle academically and socially throughout their secondary school experience.

Literacy Outcomes: Greenhouse

Number of eligible pupils	11
% pupils increasing their reading age by July 2019	100%
% pupils making expected/more than expected progress in English by July 2019	73%
% pupils making more than expected progress in English by July 2019	9%

Average reading age at start	7 years 5 months
Average reading age at end	13 years and 1 month
Progress	+5 years and 6 months

Average spelling age at start	9 years 4 months
Average spelling age at end	14 years and 5 months
Progress	+5 years and 1 month

Numeracy Outcomes: Greenhouse

Number of eligible pupils	11
% pupils increasing their number age by July 2019	100%
% pupils making expected/more than expected progress in math's by July 2019	73%

Average number age at start	9 years and 1 month
Average number age at end	11 years 2 months
Progress	+ 2 years and 1 month

Key changes to programme from 2018-19 to 2019-20

1. Increase the number of pupils in year 8 to continue on interventions through The Greenhouse model in 5 lessons over 2 weeks
2. New Greenhouse cohort in year 7
3. Question level analysis data for year 7 to be made available to relevant teachers
4. Teaching Assistants to be grouped into literacy and numeracy teams to be able to deliver more specialised sessions
5. Deployment of specialised TAs to all departments, including English and maths
6. Collaborative work between key staff to embed literacy across the curriculum
7. Changes to the cohort 2 delivery method for both literacy and numeracy to follow curriculum in English and maths
8. After-school session offered to literacy pupils in homework club