



Year 7 and 8 Catch-up Premium Funding Report

Funding

April 2014 to March 2015 £26,000

April 2015 to March 2016 £28,000

We employ 3 key members of staff to deliver small group intervention in English and maths, as well as a PP 1 to 1 mentor who identifies areas of concern.

Maths

Current Year 7 – November 2015

Maths Level 3 on entry – 34 students = 13.3%

English Level 3 and Maths Level 3 on entry – 12 students = 4.7%

Current Year 8 – November 2015

Maths Level 3 on entry – 39 students = 14.9%

English Level 3 and Maths Level 3 on entry – 11 students = 4.2%

Pupil Premium and Year 7 catch-up funding has been used to fund extra staffing in mathematics in 2015- 16

Funding has allowed for smaller class sizes in both years 7 & 8.

In year 7 our L3 on entry students are taught in small groups by our maths Intervention Specialist.

These groups follow a specific scheme of learning to boost basic numeracy skills and address misconceptions to accelerate progress as quickly as possible. Regular monitoring and progress testing occurs across these groups.

Funding is also used for mathematics resources specifically designed to support L3 learners.

Attainment and progress of L3 on entry students is also a key focus of PASS LT data analysis meetings.

English

Current Year 7 – November 2015

English Level 3 on entry – 22 students = 8.6%

English Level 3 and Maths Level 3 on entry – 12 students = 4.7%

Current Year 8 – November 2015

English Level 3 on entry – 26 students = 10.0%

English Level 3 and Maths Level 3 on entry – 13 students = 5.0%

Pupil Premium and Year 7 catch-up funding has been used to fund extra staffing in English in 2015-16

The additional funding has paid for a 4 day/ week teacher to join the team as an English / SEN specialist to provide intervention for key students.

The extra capacity has allowed us to run smaller English groups for students in Year 7 and Year 8. The small groups contain our students with the weakest literacy levels on entry to PCSA and allow English teachers to provide targeted, differentiated work to meet these learners' individual needs. In addition it accelerates their progress in Year 7 and helps them 'catch-up' with their peers.

Having small English groups also means our middle English groups, which contain some level 3 students, are smaller than usual (typically 22-26 students instead of 30 or over), allowing their teachers to provide more individual attention to all the students in these smaller classes, with a targeted focus on our L3s on entry.

SEND

Phonics - 4 lessons a week for all L3 on entry students with reading ages below 10.10.

Vulnerable groups - break time club on a Tuesday.

Reading worms - during registration and after school on a Monday and Tuesday.

Dyslexic and dyscalculia evening held for parents.

Educational Psychologist employed to assess and intervene with identified students.

LAC work - LAC students currently receive 2 bespoke hours each with LAC coordinator as well as in class support.

Full time health care worker for named student in Year 7.

One LSA identified to support Year 7 and Year 8 vulnerable students - includes showering and liaison with home over health issues.

2 LSAs (on average) are in Year 7 lessons supporting identified students.

R2L used for intervention work with Year 7 and 8 students - they receive bespoke mentoring hours in line with school policy.

Dyslexic champion works with identified students on a one to one basis.

All SEN students have a group education plan, which is used by teaching staff to differentiate support accordingly.

Impact in 2014-2015

Year 7 progress to June 2015:

English Level 3, All students:

20 students made expected levels of progress = 80%

13 students made more than expected levels of progress = 52%

English Level 3, Disadvantaged students:

10 disadvantaged students made expected levels of progress = 83.3%

7 disadvantaged students made more than expected levels of progress = 58.3%

10 non-disadvantaged students made expected levels of progress = 76.9%

6 non-disadvantaged students made more than expected levels of progress = 46.2%

Maths Level 3, All students:

36 students made expected levels of progress = 82%

17 students made more than expected levels of progress = 39%

Maths Level 3, Disadvantaged students:

14 disadvantaged students made expected levels of progress = 87.5%
7 disadvantaged students made more than expected levels of progress = 43.8%

22 non-disadvantaged students made expected levels of progress = 78.6%

10 non-disadvantaged students made more than expected levels of progress = 35.7%

Year 8 progress to June 2015:

English Level 3:

28 students made expected levels of progress = 70%

12 students made more than expected levels of progress = 30%

English Level 3, Disadvantaged students:

10 disadvantaged students made expected levels of progress = 71.4%
4 disadvantaged students made more than expected levels of progress = 28.6%

18 non-disadvantaged students made expected levels of progress = 69.2%

8 non-disadvantaged students made more than expected levels of progress = 30.8%

Maths Level 3:

13 students made expected levels of progress = 41%

4 students made more than expected levels of progress = 13%

Maths Level 3, Disadvantaged students:

6 disadvantaged students made expected levels of progress = 50.0%
4 disadvantaged students made more than expected levels of progress = 33.3%

11 non-disadvantaged students made expected levels of progress = 55.0%

3 non-disadvantaged students made more than expected levels of progress = 15.0%