

## Year 7 Catch Up Premium Report

### What is Year 7 catch up premium?

Literacy and numeracy catch-up premium provides schools with additional funding for Year 7 pupils who did not achieve the expected standard in reading and/or maths at the end of key stage 2 (DfE, 2017)<sup>1</sup>.

To have reached the expected by the end of Key Stage 2, students need to have attained a scaled score of 100.

### How much funding will Walton High be allocated in 2017-18?

Assuming that the Department for Education (DfE) allocates funding in the same way funding was allocated in 2016-17, Walton High estimates it will receive the amount below in March 2018.

2017-18 Cohort	2017-18 Premium
420	£35,853

### How do we plan to spend this year's allocation during the 2017-18 academic year?

In order to accelerate the progress of targeted students, we will invest in the following:

- Additional Maths classes to allow for smaller class sizes for students with low prior attainment
- Small group interventions in both English and Maths
- Targeted use of LSAs to support “catch-up” students
- 30 minute literacy and numeracy intervention sessions during Tutor sessions

### How many students started Walton High in September 2017 with a scaled score of under 100?

Reading        110 students

Maths        114 students

### How will students requiring additional support be identified in 2017-18?

All students' Key Stage 2 raw marks and scaled scores will be considered.

In the September 2017 Year 7 intake the

Students will be allocated a place on the catch up programme if they meet the following criteria:

- ≤ 90 Scaled Score in Reading (60 students)
- ≤ 90 Scaled Scores in Maths (44 students)

Twenty-eight students scored below 90 in both Reading and Maths

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<sup>1</sup> DfE, (2017): <https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools>

## **How much funding did Walton High receive in 2017-18?**

<b>2016-17 Cohort</b>	<b>16-17 Funding</b>
385	£32,866

## **How was this funding used and what impact did it have?**

The use and impact of the funding received is detailed below:

### **ENGLISH**

#### **Read Write Inc:**

Twelve Year 7 students were identified as having significant weakness in Literacy; they worked in small groups on the Read Write Inc programme to improve their literacy. Students worked in six week blocks using Wednesday afternoon Learning Challenge time.

Of the other students identified as requiring catch up support, 50% achieved 'Developing' by the end of the summer term and had made expected progress; another 50% of the students have made accelerated progress and were 'Secure' in English Language.

#### **Small Group Mentoring:**

A small number of students were identified as lacking confidence in the application of their literacy skills – small group mentoring in the summer term enabled 50% to achieve 'Developing' and the others to be 'Secure' in both their English Language and Literature.

#### **'Big Read' Author Workshop:**

In the spring term, a visiting author worked with a group of ten Year 7 students. The aim of the programme was to raise aspirations amongst the group and increase their confidence in creative writing. This proved to be very successful; not only did members of the group produce some excellent pieces of writing, by the end of the summer term communication skills and accuracy in use of language had improved. 90% of the group made expected progress and 40% made accelerated progress and had achieved Mastery.

### **MATHS**

Year 7 Maths students were identified as requiring Intervention and/or Catch Up support from Key Stage 2 data and Cognitive Abilities Test (CAT) results. Those students who achieved 90 or below in Key Stage 2 and had a Quantitative Standard Age Score (SAS) score of 94 or below were targeted for support.

A small number of students with the lowest prior attainment were taught in Intervention groups; of these students 85% had achieved 'Emerging' by the end of the summer term and 15% had achieved 'Developing'. These were students who had CAT Quantitative SAS of 87 or below and three had an EHCP.

The support offered to these students included after school Maths Club which focused on basic number skills, parental contact and engagement, LSA support in lessons and often intervention support sessions with a ratio of one staff member to four students.

14 other students also received specialist Catch Up support in small groups, invitation to after school support, contact home and targeted differentiation in lessons. 78% of those students were strongly 'Emerging' by the summer term data capture point and 21% were 'Developing'.