

John Masefield High School

Year 7 Catch-Up Premium 2016-17

Overview

The Year 7 catch-Up premium has been offered by the Government as a commitment to provide additional funding to schools. This is aimed at each year 7 pupil who did not achieve at least level 4 in the Key Stage 2 national curriculum tests in reading and/or mathematics. The purpose of this funding is to enable John Masefield High School to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it.

Year 7 Catch-Up Premium 2016-17

We have currently identified 19 pupils eligible for the catch-up premium in the academic year 2016-17. This is made up from:

Literacy only	13
Numeracy only	2
Both literacy and numeracy	4

In addition we have further identified a further 10 pupils via internal data who have low reading ages that will benefit from intervention to improve these scores and develop further confidence with reading and literacy skills.

The projected amount of funding for 2016-17 will be £7364. We plan to spend this in a variety of ways, including:

- ☐ Small group intervention following the reading recovery programme of Fresh Start
- ☐ Teachers offering extra intervention and support in literacy and numeracy for Year 7 catch-up group.
- ☐ In-class support for literacy and numeracy will take place, and extra TA time allocation to support students in English and Mathematics lessons
- ☐ Reading Intervention via our reading buddies scheme
- ☐ External trips

Objective	Intervention	Monitoring and evaluation	Cost	Success criteria
Literacy	Fresh Start phonics reading recovery programme delivered by 2 trained TA staff 5 X 1hr sessions per week for academic year.	Teacher observation of provision and termly testing of progress of students as well as end of year testing.	£5492.52	Students on programme to make accelerated progress (over 12 months progress) over the 9 months of the course.
Numeracy	Small group intervention (30 mins per week for year) and 1:1 (2 x 30 min per week) sessions delivered	Entry and exit data and use of standard scores	£2325.03	Improvement in maths levels 90% of cohort to be above and including SS 85 by end of academic year 2017.

	by maths staff on functional numeracy skills such as telling the time and times tables.			
Planned Trips	Fresh Start group to meet Tom Palmer author of books for reluctant readers.	Feedback from students.	£50	Pupils can understand links with their learning by meeting the author of books they have read. Male reluctant readers are encouraged to read.
Literacy	Sixth form Reading buddies 1 hour per week	Start and end of year reading and spelling tests.	£54.20	Those with low RA and SA (between 85-95) to progress in line with their peers and reduce the gap.
Rewards	Purchase of suitable rewards to maintain motivation and to reward attainment and progress – letters home to parents, badges, and motivational stickers.	Positive results shared with school community in celebration assemblies, with parents during parent assemblies.	£200	Raise self-esteem of students and share success and progress with parents, peers and whole school.

Impact of intervention strategies

- **16 students attended 5 x 1 hour lessons per week for a year with all students making expected progress and 47% making accelerated progress (more than 9 months progress) in phonics. In reading comprehension the 16 students made on average 10.8 months of progress which is expected progress.**
- **On average all students receiving reading buddy intervention made 24.8 months of progress over the academic year (10 months) which is accelerated progress.**
- **Of the 19 Year 7 students who received maths intervention last Year 67% showed a measurable improvement in their numerical skills based on the WRAT. The WRAT is a standardised test which measures student’s mathematical computational skills. Of the 11 SEND students who received maths support 82% of them made a measurable improvement in their numerical computational skills. Whilst not all students made progress based on this test, other key numerical skills were developed such as proportional reasoning. This led to 71% of these student’s making expected or better progress based on internal progress measures.**