

The DfE has made additional funds available for improving the attainment of our disadvantaged students, known as the Year 7 Catch-Up Premium. The premium is given for any Year 7 students who are recorded in the Key Stage 2 assessment data as not having achieved a score of 100 or higher in reading or mathematics. The funds are primarily aimed at improving maths and English levels. This short report summarises how funding was spent. Year 7 Catch-Up Premium 2017-18:

Total amount of Year 7 Catch-Up Grant received: £5528.

33 students legacy Y7 Maths

23 students legacy Y7 Reading

5 students current Y7 Maths

21 students current Y7 Reading

Funding has been used in the following ways:

- To create a differentiated curriculum and programme of intervention for an identified group of learners.
- To give this identified cohort 4 hours extra literacy on their curriculum every fortnight as bolt-on provision staffed by English teachers
- To give this identified cohort 2 hours extra numeracy in their curriculum every fortnight as bolt-on provision staffed by maths teachers.
- To provide support from a teacher qualified with respect to EAFL who has worked with one individual in order to develop this student's understanding of subject specific language. In order to support our efforts to diminish any within school variation between students.

In order to support our efforts to diminish any within school variation between students eligible for the catch-up premium and students not eligible for the catch-up premium with regard to attainment, whilst continuing to improve progress for both groups of students our departmental teams have engaged with a bespoke programme of training and development. A summary of the initiatives the training and development programmes engendered are presented below:

The maths and English departments developed their understanding/use and application of Question Level Analysis to produce short to medium term intervention plans to address the weaknesses in understanding of the students eligible for the students in receipt of the Catch-Up premium.

Students who were underachieving were given intervention opportunities re catch-up/booster sessions (lunchtime and after school in order to support their in-lesson provision) In order to complement the 'Catch-Up' initiative, the school used the Accelerated Reader programme. This system allowed the school the opportunity to personalise and guide the students' independent reading practice, while the ATOS readability formula allowed teaching staff to assess the complexity of the language used in the course materials they provided for their students and therefore, granted teachers the opportunity to differentiate by resource to a greater degree than previously was the case.

Impact. Reading: 22%(5) of students improved their Reading Age by 18 months, 36%(8) of students improved their Reading Age by 12 months 26%(6) of students improved their Reading Age by 6 months Numeracy: 96%(32) of all eligible students are now working 'at' or 'above' expected with respect to levels of progress made from the KS2 standard score.

Reading: 10 out of 23 students not working at a standard commensurate with students having made expected progress and entering with KS2 100.

Maths: 1 student not working at a standard commensurate with students having made expected progress and entering with KS2 100.

Plans for 2018-19

Continue to offer the same provision as mentioned in the Impact Statement, however, incorporate the use of PiXL micro-wave and the associated 'therapies' in order to provide students with a 24/7 online learning platform re maths and English

Re-instate the training of KS5 students in order to assist in fundamental skills development re literacy and numeracy.

Develop a Kindle Club

Investigate and trial Ruth Miskin strategies in order to further improve reading comprehension