

Year 7 Catch-Up

The Government has made a commitment to provide additional funding to schools/academies for each Year 7 student 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 schools/academies to deliver additional support, such as individual tuition or intensive support in small groups, for those students that most need it.

We will be using this extra funding to provide additional support to those Year 7 students in order quickly to secure them at a Level 4, so that they are able to reach their full potential at Cavendish.

This year the funding has been used to provide an extra hour's literacy lesson every day to teach basic skills. We also be used the funding for extra resources for those areas to support learning and teaching.

Our Aims for 2015/16:

- To narrow the gap by providing intensive literacy and numeracy support and raise the attainment of those students entitled to Catch- up Premium
- To enhance existing provision.
- To identify concerns and target intervention and support progress
- To intervene quickly if any chosen strategy or intervention fails to show impact

2015-16 Budget allocation: £12,000

- Number of students who did not achieve at least a Level 4 English at Key Stage 2: 21
- Number of students who did achieve at least a Level 4 English at end of Year 7:
- Number of students who did not achieve at least a Level 4 Maths at Key Stage 2: 14
- Number of students who did achieve at least a Level 4 Maths at end of Year 7:



Intervention	Staffing/ Cost	Focus (rationale)	Impact
Lexia Reading Programme: 2 groups twice a week for 20min sessions during registration.	HLTA to deliver sessions	To close the gap between Pupil Premium and Non Pupil Premium by 5%. Students were identified as entering on a 3c or below by analysing Key Stage 2 reading sub-levels and the year 7 reading tests.	"In Year 7 the average increase in Reading APS between Year 6 and Year 7 was 2.06 There were 13 students in the Lexia group. 7 of these were PP. They made an average of 5.71 points progress in this time. 6 of the 7 (85%) made at least expected progress against 38% of all pupils. 4 (57%) made more than expected progress against 11% of all pupils."
Students withdrawn from foundation subjects 3 per fortnight on average.	HLTA to deliver sessions	To close the gap between Pupil Premium and Non Pupil Premium by 5%. Students were identified as entering on a 3a or below by analysing Key Stage 2 reading sub-levels and the year 7 reading and spelling tests.	Extra Reading 3.27 average increase in Reading APS No Extra Reading 1.95 average increase. Group 1: Oct – Jan. There were 9 students in the reading group, 6 of these were PP. 83% made expected progress and 50% made more than expected progress. Group 2: Jan- Feb. There were 25 students in the writing group, 8 of these were PP. Only 25% made expected progress, however, this equates to only 9 sessions. 76% of non-PP made expected levels of progress. Therefore if we aim to run this intervention again, we need to understand why the PP students didn't make as much progress.



			<p>No English Int group got 3.17 increase in English sublevel. English Int group got 2.81 increase.</p> <p>Results from previous group sent over could have been better because much bigger overlap with Lexia. Lexia group usually get better increases in APS than intervention groups.</p> <p>Group 3: Oct- Jan, Spelling, Punctuation and Grammar Group (SPAG). There were 20 students of which 11 were PP. 27% made expected levels of progress. Whereas, 89% of non-PP made expected levels of progress. This indicates an issue with writing intervention for PP students.</p>
<p>Numeracy Catch-Up Programme: 2 groups, twice a week for 20min sessions during registration time.</p>	<p>Qualified Maths' Teacher</p>	<p>To close the gap between Pupil Premium and Non Pupil Premium by 5%. Students were identified as entering on a 4a or below by analysing Key Stage 2 maths sub-levels.</p>	<p>There were 24 students in the numeracy group, 14 of which were PP. 21% made expected levels of progress. The With Intervention group made 0.42 points mean progress. The Without Intervention group made 4.41 points mean progress. Soft data indicated that there was an overall improvement in their attitude to maths.</p>