



“It takes a community to raise a child”

YEAR 7 CATCH – UP PREMIUM

2017 - 2018

Date of last review:	October 2017	Review period:	1 Year
Date of next review:	October 2018	Owner:	Daniel Richards

CONTENTS

- | | |
|---|--------|
| 1. Funding Allocation for 2017 - 2018 | Page 3 |
| 2. Planned spending for the academic year 2017 - 2018 | Page 5 |
| 3. Statement of Impact 206 - 2017 | Page 8 |

1. FUNDING ALLOCATION FOR 2017 - 2018

The Catch-Up Premium is a grant given to schools in order to support students who have not made expected progress at the end of Key Stage 2.

In 2017 to 2018 schools will receive the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2017 census. Last year the academy received £18,411 based upon the October census showing 36 students below a level 4.

Specific guidance pertinent to this document can be found at:

<https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools>

This year the KS2 assessment is based upon a standardized scaled score of between 80 and 120 with 100 denoting where a student is considered to have met the expected standard for their age. Ark Boulton will be targeting support towards all students with a score below 100 in either their English reading or mathematics KS2 tests. Catch-up premium will be used to improve the attainment of these students so that their assessments in English and Mathematics show a diminishing difference between their attainment and national expectations. A group of 34 students will also receive additional reading support through the delivery of the Fresh Start phonics programme. These students have reading ages significantly below their chronological age.

Therefore the students to be targeted are (2016-17):

- 78 (+2) students in English.
- 53 (+5) students in Mathematics.
- 44 (+1) students require Catch Up support across both English and Mathematics.
- 14 (-3) students who we do not have any Key Stage 2 data for. We do have NGRT reading test data. We have used this to inform planning.

Ark Boulton uses the Ark Assessment + assessment scheme, an age-related method, to measure student attainment in English and Mathematics at Key Stage 3. An AA+ assessment is completed each term and students will receive a grade from 1 – 9. The measure of success for the catch-Up premium will be the number of students that achieve an AA+ grade 4 in English and mathematics which is the grade most closely aligned to the KS2 SAS of 100 and national expectations of achievement.

Year 7 in 2017/18 – All subjects:

KS3 Base	9	8	7	6	5	4	3	2	1	U
KS2 SATs R&M Avg Score	-	119+	114 - 118	109 - 113	105 - 108	99 - 104	92 - 98	73 - 91	< 73	-

Table: Conversion of KS2 SAS to AA+

A number of students have a reading age of less than 9 years. The priority for these students is to increase their reading ages so that they are capable of accessing the KS3 curriculum. These students will participate in the Year 7 Fresh Start programme which is intended to support students who have been identified as having a reading age of 9 or below. The measure of success for these students will be that they make accelerated progress in their ability to read. This will equate to an increase of 12 months in an academic year.

Currently there are 34 (+5) students identified as being in need of this support, 30 of these students have KS2 reading scores of below 100.

2. PLANNED SPENDING FOR THE ACADEMIC YEAR 2017 - 2018

Curriculum Area	Strategy	Cost	What does research tell us about the effectiveness of this strategy?	Number of students targeted	Impact on progress (to be measured through Academy assessment regime)		
					Aut 2	Spr 2	Sum 2
English	English Fresh Start phonics reading programme AIP Objective O.2	£18,000 (contribution towards costs of staff)	Research suggests that the Fresh Start phonics programme can increase student progress by 0.24 this is equivalent to 3 months additional reading progress (Gorard, Siddique and See, 2015). The NGRT reading test for the Year 7 cohort (2017) reports that their reading Standard Age Score (SAS) is significantly below national, with boys recording a lower score than girls. The Fresh Start Programme is designed to accelerate increases in the chronological reading age of the students so that receive the tuition	30 Catch-Up students		Students to make accelerated reading age progress (+12 months)	
	Expressive Writing Scheme of Learning AIP Objective O.2	Resources Purchased 2016-17	Evidence of writing intervention is limited in secondary provision (DFE, 2012). Explicit teaching of vocabulary and comprehension.	186 (all students) 78 Catch-Up students		Students to catch up and achieve a AA+ score of a 4+	
	LLT time daily AIP Objective O.2	Resources Purchased 2016-17	Provides opportunity for students to receive teacher-led reading lessons. The emphasis of which is to improve the reading fluency and vocabulary range of students. Programme and concept of giving more time for learning; an Ark Pillar. Leonard concludes that the relationship between the ability to express oneself and the ability to integrate socially and to establish and maintain personal relationships is clear. Evidence reviewed by Hartshorne (2006) suggests that the impact of language that is impoverished is wide ranging and goes beyond a lack of attainment in the classroom: The correlation between children with a	186 (all students) 76 Catch-Up students		Impact to be measured through the use of an LLT rubric (December 2017) and NGRT reading tests (July 2017)	

			<p>communication disability and low attainment, behavioural and emotional difficulties, mental health issues, poor employment or training prospects and youth crime is strong. The high prevalence of both persistent and transient language difficulties means that without the right help, there are significant long-term personal, educational, economic and social costs involved in failing these children. (Hartshorne 2006, p.6)</p> <p>The report 'Language and Social Exclusion' (Cross, 2009) begins to determine why there might be a link between children from families suffering from high levels of deprivation and language difficulties and promotes a number of reasons. One of which is that there has been established a clear difference in the type and levels of language used by different cultural and socio-economic groups. Locke et al.</p>				
Mathematics	<p>Increased time for teaching in English and Mathematics</p> <p>AIP Objective O.2</p>	£400 (contribution to TLR payments KS3 English/ Mathematics Leads)	<p>Clipson-Boyles, 2000 in DFE (2012) cites that more time enable teachers to teach specific approaches in more depth. Ark Pillar: Depth Before Breadth.</p> <p>This is a research study, which explores an approach to literacy intervention designed for children who are behind with reading at the start of Year 3 (7 to 8 year-olds). The reading progress of a sample of 74 Catch Up pupils from 15 schools in three local education authorities was measured. This showed a considerable increase in pupils' reading ages across a 10-week period.</p> <p>What can we take from this? Structured, time limited, focused reading catch up programmes can make a positive impact on pupil progress.</p>	186 (all students) 76 Catch-Up students		Students to catch up and achieve a AA+ score of a 4+	
Whole Academy approaches	<p>Development of the Student Support Leader and Achievement Leader role</p> <p>AIP Objective O.2</p>		<p>Sharples et al, 2011. University of York – research on the education of disadvantaged students, to include white working class boys. We have issues with boys and underachievement. It is produced by the Centre for Excellence which is a consortium including the NFER (National Foundation for Educational Research). The Centre for Excellence is funded by the DfE. Looked at existing research; page 2 for key</p>	186 (all students) 76 Catch-Up students			

			findings: quality first teaching, extensive CPD, coaching teachers is more effective than heavy investment in ICT. Structured phonics programmes are better than one to one tutoring which is low impact, high expense: agrees with EEF research on how to improve teaching. https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf		
--	--	--	---	--	--

3. STATEMENT OF IMPACT 2016 - 2017

Action #	Catch-up Premium Used For:	Allocation	New or continued activity	Brief summary of the intervention	Specific intended outcomes:	How will this activity be monitored	Actual impact:	Academy Development Plan Priority	WHO	Line Manager
1	English	KS3 Regional Lead (£6,800) <i>left the academy in December 2016</i>	Continued	LLT/ increased curriculum time/ reading resources	Improved outcomes in English assessment outcomes	Academy assessment systems	30 out of 89 students achieved a grade 4 or above in their English AA+ Summer 2 assessment suggesting that they had 'Caught-Up'	Outcomes - Objective 2	FA	DR
2	Mathematics	KS3 TLR (£3,600)	Continued	Increased curriculum time	Improved outcomes in mathematics assessments	Academy assessment systems	20 out of 63 students achieved a grade 4 or above in their mathematics AA+ Summer 2 assessment suggesting that they had caught-up	Outcomes - Objective 2	FAK	DR
3	Fresh Start	Staff salary contribution (£8011)	Continued	Use of phonics programme to support improved reading ages	Accelerated reading age progress	Bi-annual NGRT test	<p>18 students who received fresh start for the full period and therefore have a "start" and "end" reading age:</p> <p>All except one (94%) showed an improved reading age.</p> <p>5 (28%) showed an improvement of less than 9 months</p> <p>12 (67% - a third) showed an improvement of more than 9 months.</p> <p>The maximum was 37 months' improvement.</p>	Outcomes - Objective 2	MJ	FA