

Year 7 Catch up Premium Report

Review of 2018/2019

The Department for Education has made available additional funds for improving the attainment of pupils in Year 7 who may be at risk of underachieving. This is known as the Year 7 Catch-Up Premium. The funds are primarily aimed at improving Maths and English levels. This report summarises how the 2018-19 funding was spent. Most importantly, it provides information on the outcomes of the spending and the improvements made amongst our pupils

Number of pupils on roll (Primary to KS5) = 163

Number of Year 7 pupils = 25 pupils

Total Catch up Premium = £12,500

The full details of the Year 7 Catch up plan is detailed within the strategy for 18/19 and includes

- Barriers to future attainment (for pupils eligible for Year 7 Catch up funding including high ability)
- Desired outcomes
- Planned expenditure
- Targeted support

Objective:

To support transition into KS3 and enhance the progress of pupils in Year 7 and aid their progression across the Secondary curriculum.

Please note: Whilst the national expectation was that the catch-up premium should support pupils to catch up where necessary and so achieve the a minimum of Y6 end of KS2 expectations at the end of Y7, all our Year 7 pupils were working significantly below this at the end of Key Stage 2. Therefore progression to end of KS2 expectations over the course of Year 7 is an unrealistic expectation. When evaluating the impact of the premium we therefore consider expected progress and the development of additional skills such as resilience and independent working, which have a massive impact upon pupil progress throughout Key Stages 3 and 4.

Summary of Spending

Increased staffing to facilitate:

- High staff to pupil ratio – During 18/19 the 25 Year 7 pupils were divided across four KS3 groups. Pupils are always grouped according need and ability as well as age. This allows careful matching of schemes of work, pupils specific needs, staffing and differentiation to enable teaching to allow all pupils to make the very best academic and social progress they can.

- In 18/19 the Year 7 pupils were taught in the following four groups.
 1. One mixed Key Stage 3 group that contained seven out of nine Year 7 pupils. This class had two full time teaching assistants. These pupils have complex needs. This group was taught in a primary model with the teacher having the class for the majority of the lessons.
 2. Seven Year 7 pupils were in a small class of eight pupils. These pupils access a variety of different subject specific teachers and have two teaching assistants. A significant number of this group have emotional needs and communication and interaction can be a barrier to their learning.
 3. Four Year 7 pupils were in a small class mixed KS3 of eight pupils. This group has access to one full time TA. These pupils have complex needs and have additional time tabled life-skills sessions.
 4. Seven Year 7 pupils were placed in a group of ten pupils who have complex additional needs and some of who are highly anxious. Many of these pupils are on the autistic spectrum and have spikey profiles. Some of these pupils are working close to age related expectations.
- Within all four groups there was a highly differentiated curriculum
- In Year 7 (and across KS3) all classes have English (7-9 x 45 minute lessons dependent on group) and Maths lessons (8 x 45 minute lessons) per two weeks including focus lessons on phonics and reading and library sessions.

Resources and approaches to support literacy/numeracy 18/ 19

- Increase in age appropriate levelled books (fiction & non-fiction) for the school library and a targeted increase in the number of books at the lower and higher ability ranges.
- Extension of range of maths puzzles, games and resources including purchase of specific clocks to support time telling for every room in school.
- Focus on literacy and numeracy homework including a parent workshops held at school. Investigation of new literacy and numeracy packages to support in 19/20.
- Book Club
- Accelerated reader training for staff and specific training for tutor teams.
- Celebration of reading success at celebration assemblies using accelerated reader word counts and certificates.
- Reading sessions during tutor time. All pupils have reading books and tutor time encouraging quiet reading at least twice a week.
- New weekly maths challenge for tutor times across the school. This has had a high uptake by all tutor groups
- Numeracy Crystal Maze challenge day in the summer term for local special schools.

Outcomes

Background information re assessment: Progress at AKS is measured in stages where the number of the stage equates to the end of year expectations so Stage 1 = End of year 1 expectations

Based on previous data held by the school the progress of the pupils is classified as shown in table 1. Outstanding pupil progress is judged to be 5 sub stages or above over an academic year.

Table 1 Pupil progress classifications at Alderman Knight

Number of sub-stages made in a year	Degree of Progress
0	None
1	Some
2	Steady
3	Good
4	Good
5	Outstanding
6	Outstanding

The following data analysis was based upon the following judgements re sub-stages and progress.

Measuring progress using P levels to stages

Progress within P levels

0.5 P level across a year = Good Progress

1+ P level across a year = Outstanding progress

Progress from P levels to stages

If pupils are moving between P levels and stages then P8 to 1b = Good progress

Any other move from a P level below 8 to 1b or above will be outstanding progress = Outstanding progress

2018/19 Summary Outcomes for Year 7 Pupils in English and Maths

The analysis has been done in a number of way to identify if any group achieved less well than any other during the last academic year.

1. All Pupils in Year 7

Year 7	2017/18 (25* pupils)			
Progress	Some, Steady or None	Good	Outstanding	Good or Better
English	2 pupils (8%)	5 pupils (20%)	18 pupils (72%)	23 pupils (92%)
Maths	6 pupils (24%)	11 pupils (44%)	8 pupils (32%)	19 pupils (76%)

*Two pupils joined at towards the end of the academic year and therefore his data has not been included in this analysis.

2. Pupil Premium pupils in Year 7

Yr 7	2018/19 (9 PP pupils)			
Progress	Steady , Some or None	Good	Outstanding	Good or Better
English	0 pupils (0%)	2 pupils (22%)	7 pupils (78%)	9 pupils (100%)
Maths	1 pupil (11%)	3 pupils (33%)	5 pupils (56%)	8 pupils (89%)

3. Pupils in Year 7 not including Pupil Premium Pupils

Yr 7	2018/19 (16 non PP pupils)			
Progress	Steady, Some or None	Good	Outstanding	Good or Better
English	2 Pupils (13%)	3 Pupils (19%)	11 Pupils (69%)	14 Pupils (88%)
Maths	5 pupils (31%)	8 pupils (50%)	3 pupils (19%)	11 pupils (69%)

4. Pupils in Year 7 – Boys and Girls

Yr 7	2018/19 20 Boys/ 5 girls			
Progress	Steady, Some or None	Good	Outstanding	Good or Better
English – Boys	0 pupils	3 pupils (12%)	17 pupils (85%)	20 pupils (100%)
English – Girls	2 pupils (40%)	2 pupils (40%)	1 pupil (20%)	3 pupils (60%)
Maths – Boys	4 pupils (20%)	8 pupils (40%)	8 pupils (40%)	16 pupils (80%)
Maths – Girls	2 pupils (40%)	3 pupils (60%)	0 pupils (0%)	3 pupils (60%)

Overall Judgement

The data suggests that overall pupils in Year 7 make;

- **Outstanding** progress in English (92% Good or Better Progress) and
- **Outstanding** progress in Maths (76% Good or Better Progress)

There is a slight difference between the progress in English and Maths across the different groups of pupils although progress is still judged to be Outstanding. This mirrors the results across the whole of Key Stage 3 and is being addressed by actions in the School Improvement plan with a section focusing on numeracy across the curriculum.

There appears to be a difference between the progress of boys and girls in English and Maths across the year. The cohort of girls (N=5) is a lot smaller so the data should be analysed with caution. Three of the five pupils in this cohort have the most complex needs and are placed in the group who have the most significant needs within the school.

The cohort of pupils receiving Pupil Premium in Year 7 has grown compared to last year (two pupils in 17/18 compared to nine pupils in 18/19). This is due to the increase in number of pupils across the school. The number is still small so should be taken with caution however the data suggests these pupils achieve as well as if not better than their peers.

In addition to the data, a range of other indicators have been used including work scrutiny, pupil progress folders, reports, progress towards EHCP outcomes.

Summary

Overall the judgement for pupils' progress throughout their time at Alderman Knight School is judged to be **OUTSTANDING in English and Maths**. Pupils in receipt of the **pupil premium** grant achieve as well if not **better** than their peers.

There is a slight difference in the rate of progress during year 7 between English and Maths although both are still classed as overall outstanding progress. This mirrors the results in other year groups in Key Stage 3 over the last 2 years. As a result of this numeracy had a large focus on the school improvement plan during 17/18 and continuing into 18/19. There have been actions from the school improvement plan that have been put into place which will reduce this discrepancy over 19/20.

Report written September 2019
