Year 7 Catch up Premium Report

Review of 2017/2018

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 2017-18 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) = 138
Number of Year 7 pupils = 17 pupils
Total Catch up Premium = 17 X £500 = £8 500
(An additional pupil joined us in Y7 so number increased from 16 to 17)

The full details of the Year 7 Catch up plan is detailed within the strategy for 17/18 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.

<u>Summary of Spending</u>

Increased staffing to facilitate:

- High staff to pupil ratio – During 17/18 the 17 Year 7 pupils were divided across five 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 17/ 18 the Year 7 pupils were taught in the following five groups.

1. One mixed KS3 group that contained seven out of nine Year 7 pupils. This class had two full time Teaching assistants. This is a higher than the majority of similar classes at AKS. These pupils have moderate and additional learning needs including one pupils with substantial visual impairment. Many of them are on the autistic spectrum and have spikey profiles. A significant number have emotional needs and communication and interaction can be a barrier to their learning.

2. Six Year 7 pupils were in a small class of seven pupils. These pupils have more substantial moderate and additional learning needs. These pupils access a variety of different subject specific teachers and have two teaching assistants.

3. Two Year 7 pupils were placed in a group of nine pupils who have moderate learning difficulties and additional needs and 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.

4. Two Year 7 pupils were in a mixed KS3 class for children with severe learning difficulties with teacher and two teaching assistants. This group is taught in a primary model with the teacher having the class for the majority of the lessons.

5. One pupil was placed in a mixed KS3 class for pupils with severe learning difficulties with a teacher and two teaching assistants. This group is taught in a primary model with the teacher having the class for the majority of the lessons.

- Within all five 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 17/ 18

- Increase in age appropriate levelled books (fiction & non-fiction) for the school library. The number of books in the library has increased by nearly 20% during 17/18
- Extension of range of maths puzzles and games
- Focus on literacy and numeracy homework through use of mathletics/spellodrome and accelerated reader including three Parent workshops held at school.
- LASS programme to screen pupils
- Reading club set up
- Accelerated reader training for staff
- Additional reading competitions through accelerated reader including the pizza challenge.
- Celebration of reading success at celebration assemblies using accelerated reader word counts and certificates.
- An increase in reading session during tutor time. All pupils have reading books and tutor time encouraging quiet reading at least twice a week.

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

2016/17 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 (16* pupils)			
Progress	Some, Steady or None	Good	Outstanding	Good or Better
English	**6%**	**25%**	**69%**	**94%**
Maths	**19%**	**44%**	**38%**	**82%**

*One pupil 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	2017/18 (2 PP pupils)			
Progress	Steady , Some or None	Good	Outstanding	Good or Better
English	**0%**	**0%**	**100%**	**100%**
Maths	**0%**	**100%**	**0%**	**100%**

*One pupil joined at towards the end of the academic year and was PP and therefore his data has not been included in this analysis. The total number of PP pupils in year 7 by the end of the year was 3.

3. Pupils in Year 7 not including Pupil Premium Pupils

Yr 7	2017/18 (14 non PP pupils)			
Progress	Steady, Some or None	Good	Outstanding	Good or Better
English	**7%**	**21%**	**71%**	**93%**
Maths	**21%**	**21%**	**57%**	**78%**

4. Pupils in Year 7 with severe learning difficulties

Yr 7	2017 (4 SLD pupils)			
Progress	Steady, Some or None	Good	Outstanding	Good or Better
English	**25%**	**50%**	**25%**	**75%**
Maths	**50%**	**0%**	**50%**	**50%**

5. Pupils in Year 7 with moderate and additional learning difficulties

Yr 7	2017 (12 MALD pupils)			
Progress	Steady, Some or None	Good	Outstanding	Good or Better
English	**8%**	**8%**	**83%**	**92%**
Maths	**8%**	**42%**	**50%**	**92%**

6. Pupils in Year 7 – Boys and Girls

Yr 7	2017/18 (16) 11 Boys/ 5 girls			
Progress	Steady, Some or None	Good	Outstanding	Good or Better
English – Boys	**9% (1)**	**18% (2)**	**73% (8)**	**91%**
English – Girls	**20% (1)**	**20% (1)**	**60% (3)**	**80%**
Maths – Boys	**18% (2)**	**36% (4)**	**45% (5)**	**82%**
Maths – Girls	**20% (1)**	**20% (1)**	**60% (3)**	**80%**

Overall Judgement

The data suggests that overall pupils in Year 7 make;

- **Outstanding** progress in English (94% Good or Better Progress) and
- **Outstanding** progress in Maths (82% Good or Better Progress)

There is little difference in the achievement of boys and girls across both subjects in Year 7.

The cohort of pupils receiving Pupil Premium in Year 7 is small so should be taken with caution however the data suggests these pupils achieve as well as if not better than their peers.

Pupils with Moderate and Additional Learning needs (MALD) appear to have made better progress based upon the data than pupils with more significant learning difficulties. This is not unexpected as their rate of progress, due to their level of learning need, is going to be less.

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**.

During 16/17 the data analysis showed that in Year 7 achievement in English and Maths at year 7 was lagging slightly behind the overall school judgement. However, during 17/18 this is no longer the case and pupils in year 7 make similar progress to pupils in other years. This demonstrates the catch up money was used effectively to support pupils making progress in year 7.

There is a slight difference in the rate of progress during year 7 between English and Maths although both are still classed as outstanding progress. As Alderman Knight has had a big focus on literacy as part of the school improvement plan during 17/18 the focus will now move to numeracy and this will make up one of the objectives on the school improvement plan during 18/19.

School Improvement Plan objective focusing on Numeracy

Focus on promotion of numeracy skills across the curriculum. Pupils have the ability to apply mathematical concepts to all areas of life. Staff have the necessary knowledge and skills to promote numeracy attainment across the curriculum.

Every member of staff has the skills to be able to raise numeracy attainment at every level of ability. Staff will work together to integrate the skills of number, ratio and proportion, statistics, geometry, algebra and measurement into the curriculum to maximise the potential of each pupil. The aim of this objective is to make sure all pupils are supported in improving their basic mathematical skills over the period of an academic year.

In terms of developing English skills the Subject Improvement plan is continuing to review approaches used at KS3 and specifically Year 7

Report written September 2018