



Christ the King College

CHRIST THE KING COLLEGE
Year 7 Catch-up Premium 2016-2017 Review
Year 7 Catch-up Premium 2017-2018 Actions

THE CATCH-UP PREMIUM FOR YEAR 7 STUDENTS REVIEW OF 2016/2017

The literacy and numeracy catch-up premium provides schools and Colleges with an additional £500 for each Year 7 student who did not achieve Age Related Expectations (ARE) in reading and/or Mathematics at the end of Key Stage 2 National Curriculum tests. A scaled score of 100 means that a child has met the expected standard in the test, however, based on recent funding amendments (over the past two years and the direct allocation of funds to students) our decision to allocate funding is also based on a number of factors, including information from the Primary school and our own baseline testing. The payment is received by schools and Colleges mid-way through an Academic Year, once the final destinations of students from the Primary sector to the Secondary sector is recorded by the Department for Education (DfE). The purpose of the funding is to enable students to receive additional support or resources to enable them to catch-up with the national target level ARE.

Review for Year 7 Catch-Up Premium for 2016-2017

47 students at Christ the King College in 2016-2017 were targeted to receive additional intervention to ensure that their outcomes in English, maths or both improved to in line with their peers

Not meeting ARE in English ONLY	Not meeting ARE in Maths ONLY	Not meeting ARE in both
28	26	7

KS2 SAT scores, alongside Internal data was used to identify students with low reading ages, literacy and/or numeracy who would benefit from intervention or additional support/resources to improve their reading age and develop further confidence with reading, literacy and numeracy skills.

** In previous years, catch up premium funding has been allocated to schools on the following basis, "£500 for every year 7 pupil recorded on the October school census and recorded in the Key Stage 2 assessment data as not having achieved a level 4 in reading or mathematics." However, in 2016-17 levels were replaced by scaled scores where 100 is the expected standard. Nationally, a greater number of children "failed" to reach the expected standard than failed to achieve a level 4 in previous years, i.e. in 2015, 89% of children achieved level 4 or above in reading and 87% in maths whereas in 2016, 66% of children achieved the expected standard in reading and 70% in maths. For 2016-17 funding, catch-up premium was intended to support those children who did not reach the expected standard in reading and/or maths. However, for 2016-17 secondary schools were not being funded for every student under the expected standard on their school census. Secondary schools received the same overall amount of Year 7 catch-up premium funding they received in 2015 - 2016, adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2016 census.

For 2016-2017 the allocation to Christ the King College was £18 500.

Funding Allocation

INCOME	
Reading Catch-up Premium Grant	£10 000
Numeracy Catch-up Premium Grant	£ 5 000
Premium Grant for both	£ 3 500
TOTAL INCOME	£ 18 500
EXPENDITURE	

The income was then used to purchase

Purchase resources for staff	£ 500
Cost of staffing (to allow staff to be non-form tutors and hence be involved in intervention work – in KS3 allocated specifically to/from Catch-up Premium)	£ 12000
Curriculum enrichment	£ 1 000
Purchase of Specialist Resources (Literacy - Lexia Maths - Mymaths)	£ 5 000
TOTAL EXPENDITURE	£ 18 500

Literacy Catch-Up expenditure by item/project 2016/17			
Item/Project	Proportion of budget (%)	Objective	Review
Purchase resources for staff	5% £925	To ensure that resources are embedded into Schemes of Work within English Department and staff are appropriately skilled to deliver and analyse data produced.	On the evidence of book reviews and the quality of student feedback (student voice) this is well established and well-embedded within the department and has been cascaded to the whole Department through training sessions and Department meetings.
Purchase of Specialist Resources	27% £4,995	Resources available for English lessons (including Lexia and Accelerated Reader) to support, engage and target appropriate reading levels and move progress forward.	89% of students with low Key Stage 2 Levels in Literacy were able to make progress in reading in 2016/7: 29% of students made progress of over 12 months 8% of students made progress of over 24 months Those that showed little or no progress will continue to be targeted in 2017/18
Cost of staffing (to allow staff to be non-form tutors and hence be involved in Intervention work – in KS3 allocated specifically to/from Catch-up Premium).	68% £12580	Small classes containing students will allow for greater targeted teaching and individual intervention. The action is primarily focused on targeting the Year 7 students who did not achieve ARE in Literacy, numeracy or both.	Small intervention groups were taught by an English/primary specialist over the course of the year. Students were removed from lessons to receive intervention 89% of students achieved their end of year target in English. This is in line with expectations. 21% of students exceeded their end of year target in English. All students showed between 0.5 and 1 grade improvement at the end of the year. Progress in English was measured during all data

<p>Individual and specific Intervention sessions for students within Mathematics who have not achieved ARE to be targeted through timetabled intervention sessions during Form Time.</p>		<p>Mathematics Department to support, through small group and one-to-one tuition, timetabled intervention sessions with students who did not achieve ARE in Numeracy.</p>	<p>harvests and assessment stages with feedback from SLT, HoD, Department Meetings and Minutes.</p> <p>Maths Intervention was primarily carried out during registration periods which resulted in out of the 26 students targeted, only 14 were in a position to regularly attend (this is being looked at for further action in this Academic year).Of those that regularly attended, 9 students (34%) achieved their target and 3 students (12%) exceeded their EOYT</p>
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English

Individual breakdown levels of progress in English at the end of Year 7 who were eligible for Year 7 Catch-Up Premium (using GCSE 1-9)

1.0 level of progress	4 (14%)
0.75 level of progress	9 (32%)
0.5 level of progress	13 (46%)
0.25 level of progress	1 (4%)
Progress unrecorded due to absence	1 (4%)

Numeracy

Individual breakdown of progress in Mathematics at the end of Year 7 who were eligible for Year 7 Catch-Up Premium (using GCSE 1-9)**

0.25 level of progress	3 (12%)
Students who met their end of year target	9 (35%)
<p>** Intervention was inconsistent due to time frames available during the year. Attendance was hampered by form pastoral activities (including worship) where students needed to be involved</p>	

The information below indicates the initial level for English and Mathematics and the attainment achieved at the end of the year. (Where columns are blank this is due to students being absent for the final assessment – a provision grade has not been provided).

	KS2 GPVS Scaled Score	KS2 Maths Scaled Score	English Attainment Number End of Year 7	EAP Progress English End of Year 7	Maths Attainment Numbers End of Year 7	EAP Progress Maths End of Year 7	Not met ARE or Baseline Data lower than expected
M	102	111	1.25	C			ENGLISH
F	96	98	1.5	C			ENGLISH
M	99	94	1.25	C			ENGLISH
M	99	101	1.5	C			ENGLISH
M	100	102	1.5	C			ENGLISH
F	102	103	3	A			ENGLISH
F	92	102	2	B			ENGLISH
M	97	102	2	B			ENGLISH
F	94	101	1.5	C			ENGLISH
F	96	91	1.5	C			ENGLISH
M	98	103	2.75	A			ENGLISH
F	95	96	1.25	C			ENGLISH
M	97	94	0.75				ENGLISH
M	98	101	1.5	C			ENGLISH
M	93	92	1.5	A			ENGLISH
M	94	91	1.5	C			ENGLISH
M	93	100	1.25	C			ENGLISH
M	97	108	2.25	A			ENGLISH
F	96	92	1.75	B			ENGLISH
M	96	104	1.25	C			ENGLISH
F	99	100	1.5	C			ENGLISH
M	90	95			0.75	D	MATHS
F	93	88			1	C	MATHS
M	90	85			0.75	C	MATHS
F	93	94			1	C	MATHS
F	93	93			0.75	C	MATHS
M	89	96			1	C	MATHS
F	93	91			0.75	C	MATHS
M	91	93			0.75	C	MATHS
M	90	93			0.75	C	MATHS
F	90	92			0.5	D	MATHS
F	103	93			0.75	D	MATHS
F	81	80			0.25	D	MATHS
F	101	97			1	C	MATHS
M	92	94			0.75	C	MATHS
F	99	89			0.5	D	MATHS
M	91	92			0.75	C	MATHS
M					0.25	D	MATHS
M	93	94			0.75	C	MATHS
M	96	91			0.75	C	MATHS
M	92	91	1	C	1	C	BOTH
M	88	94	1	C	0.75	C	BOTH
M	96	90	1.25	C	0.75	C	BOTH
F	96	91	2.25	A	0.75	C	BOTH
F	90	97	1.5	C	0.75	D	BOTH
F	96	93	1.75	A	0.75	C	BOTH
F	90	86	0.75	C	0.5	D	BOTH

YEAR 7 CATCH-UP PREMIUM 2017-2018

We are currently awaiting confirmation of the allocation for this academic year, but for 2016/17 academic year, the school received £18,500.

As last academic year, KS2 SAT scores, alongside Internal data have been used to identify students with low reading ages, literacy and/or numeracy skills who would benefit from intervention or additional support/resources to improve their reading age and develop further confidence with reading, literacy and numeracy skills. The numbers that will be targeted in 2017/18 are below, however, it should be noted that this will be dependent on the allocation of appropriate funding for 2017/18.

Reading ONLY	37 students
Numeracy ONLY	55 students
BOTH Reading and Numeracy	14 students

Literacy Catch-Up spending by item/project 2017/18			
Item/Project	Cost (proportion of budget) approximate	Objective	How the impact will be measured
Reduce class sizes across English and Mathematics in Year 7 by employing more colleagues in these key areas. Use staffing to ensure that smaller groups of students have greater ratio of staff time and availability.	Approx. 30% of the allocation	Small classes containing students will allow for greater targeted teaching and individual intervention. The action is primarily focused on targeting the Year 7 students who did not achieve the appropriate level in in Numeracy, Literacy or both.	Improvement in English grades and Mathematics grades with majority of cohort achieving expected levels of progress or better. Progress towards this measure will be reviewed during all data harvests and assessment stages with feedback from SLT, HoD, Department Meetings and Minutes.
Leading practitioners to work with Year 7 students on Literacy skills.	Approx. 21% of the allocation	All or any appointments to the role to ensure that the achievement and attainment of catch-up students is paramount to their work and focus.	Leading Practitioner to be accountable for students eligible for Catch-Up funding achieving expected levels of progress and achieving or exceeding end of year targets. Outcomes will be measured through formal assessment.
Implement appropriate resources for English lessons for new Year 7 students (including Lexia and Accelerated Reader) to support eligible students in progressing to next appropriate level.	Approx. 24% of the allocation	Resources available for English lessons (including Lexia and Accelerated Reader) to support, engage and target appropriate reading levels and move progress forward. Students with low reading skills to be targeted by class teachers to ensure that they are challenged appropriately and are being given opportunity to read aloud to an adult.	Students who achieved below and well below ARE in Literacy to progress in line with peers and to achieve at least grade 1.5 in internal assessments in English. This will be evidenced through data tracking during the academic year. (Please note where appropriate the support will continue from last year with new Year 8 students). Reading ages will improve and be measured through AR Star reading tests 3 times a year.

<p>Intervention sessions for students within Mathematics who have not achieved ARE to be targeted through timetabled intervention sessions.</p>	<p>Approx. 25% of the allocation</p>	<p>Mathematics Department to support, through small group and one-to-one tuition, timetabled intervention sessions with students who did not achieve the appropriate level in Numeracy.</p>	<p>Identified students with low Key Stage 2 scaled scores in Numeracy to progress in line with peers and to 'narrow the gap' in internal assessments in Mathematics as evidenced through data tracking during the academic year. These pupils should also achieve at least 1.5 at the end of Year 7.</p>
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