**Year 7 catch-up premium**

Allocations:

|  |  |
| --- | --- |
| **Academic year** | **Allocation** |
| 2018-19 | £7545 |
| 2017-18 | £7461 |
| 2016-17 | £7503 |
| 2015-16 | £7000 |
| 2014-15 | £11,000 |
| 2013-14 | £8000 |
| 2012-13 | £6000 |

*The allocation, up to 2015-16, was £500 per student. From 2016-17, funding was allocated on the basis that the same overall amount of year 7 catch-up premium funding was allocated as in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort.*

Spending in 2018-19:

**English and mathematics intervention – Year 7-9**

This is led by the English and mathematics Subject Leaders and delivered by the Senior Learning Support Assistants (Literacy and Numeracy), in lessons and through small group withdrawal. The programme is focussed on students who made less progress than expected at primary school in English and mathematics and on those eligible for Pupil Premium.

Four different interventions were run. The cost per LSA hour is approximately £10.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Intervention** | **Year 7** | **Year 8** | **Year 9** | **Total cost** |
| Literacy groups | £560 |  |  | **£560** |
| Literacy 1:1 | £1080 | £870 | £680 | **£2630** |
| Numeracy groups | £320 |  |  | **£320** |
| Numeracy 1:1 | £520 | £650 | £870 | **£2040** |
| **Total** | **£2480** | **£1520** | **£1550** | **£5550** |

We have also renewed our license for Do-It Profiler (assessment, planning and guidance software) at a cost of **£1200**.

Total expenditure is **£6750**.

The impact of the expenditure on the educational attainment of the pupils:

**Literacy groups**

The score of all but two of the 27 students improved. The average increase was 15.5 percentage points.



**Literacy 1:1**

Year 7



Year 8



Year 9



**Numeracy groups**

The score of all but ten of the 31 students improved. The average increase was 7.3 percentage points.



**Numeracy 1:1**

Year 7



Year 8



Year 9



Spending in 2017-18:

Following a review of impact, we changed the structure on tuition this year.

**English and mathematics intervention – Year 7**

This is led by the English and mathematics Subject Leaders and delivered by the Senior Learning Support Assistants (Literacy and Numeracy), in lessons and through small group withdrawal. The programme is focussed on students who made less progress than expected at primary school in English and mathematics and on those eligible for Pupil Premium.

Three different interventions were run. The cost per LSA hour is approximately £10.

|  |  |
| --- | --- |
| **Intervention** | **Cost** |
| Literacy catch-up | £1300 |
| Numeracy catch-up | £3120 |
| Acceleread/Accelewrite | £2310 |
| **Total** | **£6730** |

The impact of the expenditure on the educational attainment of the pupils:

**Literacy catch-up**

The score of all but one student improved. The average increase was 12.5 percentage points.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KS2 R+M average** | **Input Data %** | **Output Data %** | **Difference %** | **Attendance (/10)** |
| 97.5 | 81 | 90 | 9 | 10 |
| 102.5 | 76 | 83 | 7 | 7 |
| 100.5 | 73 | 91 | 18 | 10 |
| 101.5 | 77 | 85 | 8 | 6 |
| 101 | 50 | 69 | 19 | 9 |
| 96.5 | 65 | 50 | -15 | 10 |
| 99.5 | 78 | 84 | 6 | 8 |
| 99 | 79 | 90 | 11 | 9 |
| 91 |  | 57 |  | 7 |
| 100 | 75 | 98 | 23 | 10 |
| 101 | 63 | 86 | 23 | 10 |
| 99 | 61 | 90 | 29 | 9 |

**Numeracy catch-up**

The score of all but two students improved. The average increase was 16.3 percentage points.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KS2 R+M average** | **Input data (%)** | **Output data (%)** | **Difference (%)** | **Attendance(/6)** |
| 97.5 | 46.88 | 76 | 29.13 | 6 |
| 92.5 | 40.63 | 63 | 22.38 | 4 |
| 102.5 | 53.13 | 82 | 28.88 | 5 |
| 91.5 | 34.38 | 58 | 23.63 | 5 |
| 102.5 | 57.81 | 66 | 8.19 | 6 |
| 100.5 | 76.56 | 92 | 15.44 | 6 |
| 94.5 | 57.81 | 74 | 16.19 | 6 |
| 101.5 | 53.13 | 71 | 17.88 | 4 |
| 101 | 48.44 | 68 | 19.56 | 6 |
| 96.5 | 65.63 | 55 | -10.63 | 5 |
| 87.5 | 15.63 | 24 | 8.38 | 6 |
| 96 | 62.50 | 92 | 29.50 | 6 |
| 99.5 | 68.75 | 87 | 18.25 | 5 |
| 99 | 79.69 | 76 | -3.69 | 3 |
| 91 | 34.38 | 37 | 2.63 | 5 |
| 100 | 51.56 | 74 | 22.44 | 5 |
| 101 | 50.00 | 76 | 26.00 | 6 |
| 98 | 17.19 | 47 | 29.81 | 6 |
| 99 | 54.69 | 61 | 6.31 | 6 |

In addition, small group work was done with six students within their mathematics lessons.

**Acceleread/Accelewrite**

The score of all but three students improved. The average increase was 10.8 months.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KS2 R+M average** | **Input** | **Output** | **Attendance** | **Difference** |
| 102.5 | Spelling age: 9:7 (7:4 at Pioneers) | Spelling age: 8:10 | 15 weeks  (10 + 5) | Decrease of  9 months |
| 87.5 | Spelling age: 6:10 | Spelling age 8:4 | 10 weeks | Increase of 2 years  6 months |
| 102 | Spelling age: 10:10 | Above chronological age. Spelling age: 12:01 | 10 weeks | Increase of 1 year  3 months |
| 101 | Spelling age: 9:7 | Spelling age: 9:10 | 10 weeks | Increase of  3 months |
| 103.5 | Spelling age: 9:10 | Spelling age: 9:10 | 10 weeks | No change |
| 91.5 | Spelling age: 8:2 | Spelling age 9:7 | 10 weeks | Increase of 1 year  5 months |
| 88.5 | Spelling age: 9:0 | Spelling age:9:0 | 10 weeks | No change |
| 92.5 | Spelling age: 8:8 | Spelling age:10:10 | 10 weeks | Increase of 2 years  2 months |
| 103.5 | Spelling age: 10:1 | Spelling age 11:7 | 10 weeks | Increase 1 year  6 months |
| 96 | Spelling age: 9:11 | Above chronological age. Spelling 12:07 | 10 weeks | Increase 2 years  6 months |
| 100.5 | Reading age: 9:7 | Spelling 13:7/ Reading 9:1 | 16 weeks  (3 + 3 + 10) | Decrease of  6 months |
| 104.5 | Reading age: 10:3 |  | 10 weeks |  |
| 98.5 | Spelling age 8:4 | Spelling age 8:1 | 10 weeks | Decrease of  3 months |
| 108 | Spelling age: 8:7 |  | 10 weeks |  |
| 88.5 | Spelling age: 9:11 | Above chronological age. Spelling age: 12:01 | 10 weeks | Increase of 2 years 2 months |
| 91 | Spelling age: 11:4 | Spelling age: 12:1 | 15 weeks  (10 + 5) | Increase of  9 months |
|  | Spelling age: 9:1 | Spelling age: 10:10 | 10 weeks | Increase of  1 year |
| 101.5 | Reading age: 9:11 | Above chronological age | 10 weeks |  |
| 99 | Spelling age: 7:4 | Spelling age 7:10 | 15 weeks  (10 + 5) | Increase of  6 months |

Spending in 2016-17:

We continued the revised structure of the tuition implemented in 2015-16.

**English** – From January 2017, employed one English teacher, one day per week  
Budgeted costs – £200 per day, for 22 days; Total £4400

Actual costs - £200 per day, for 17.5 days; Total £3500

**Maths** – From September 2016, employed one HLTA, 12 hours per week, for 38 weeks

Budgeted total £6665

Actual total £3579

Budgeted grand total cost **£11,065**

Actual grand total cost **£7079**

***Note these tutors provided 1 to 1 tutoring both for disadvantaged students and for those eligible for Y7 catch up premium.***

Total budget: £9000 (PP) plus £7000 (Y7 catch up) = £16,000

Total expenditure: £7,079

26 students were identified as being eligible for tutoring support funded by the catch-up premium with an average KS2 score of below 100.

In English, 14 of the 26 students eligible for the catch-up premium were members of the Intervention Group and 3 were members of the Booster Learners group, who were already receiving a considerable amount of literacy support.

In Maths, 14 out of the 26 students eligible for the catch-up premium were members of the set 7x/Ma4 which also received significant additional LSA support. It was therefore decided not to provide additional 1:1 tuition as well.

***English***

|  |  |  |  |
| --- | --- | --- | --- |
| Number of eligible students in Y7 | Number of students receiving tutoring | Average number of 1 hour sessions | Average group size |
| 26 | 7 | tbc | tbc |

The impact of the expenditure on the educational attainment of the pupils who attract the funding:

The overall progress achieved by the students over the academic year (measured in new GCSE grades) was as follows:

***English***

|  |  |  |
| --- | --- | --- |
|  | **Tuition** | **All** |
| Y7 | 0.7 | 1.0 |

Note that in September 2015 we introduced a new tracking system based on the new GCSE (9-1) grading structures. Reliability of grading will have been significantly impacted by this change. The new 9-1 grades are also ‘non-linear’ with fewer grades at the bottom and more grades at the top.

However the lack of impact of 1to 1 tuition in this format has caused us to revise our model for 2017-18.

Spending in 2015-16:

We reviewed the structure of the tuition this year.

Issues with the previous system:

* Administratively complex with apparent duplication of record keeping; large numbers of casual claims to be processed; risk of over-spend as on-costs could only be added to tracking of spending once the payroll data had been received
* Difficulty in recruiting sufficient high quality tutors
* Difficulty in managing strong recruitment process with lots of starters and leavers
* Variability of engagement of tutors with the English/ maths subject teams, leading to variability of engagement with scheme of work, hence variable impact of tuition
* Whilst the referral by teachers did help tutoring to be matched to needs, tutoring only works when the student is ‘ready to engage’. If they are not, better to stop and try again later
* Tuition could reach more students if we were more flexible with group sizes etc

We made the following changes:

**English** – From January 2016, employed two English teachers (three hours per week; five hours per week)  
Costs – teacher 1 - 0.14fte £2283 01.01.16-31.05.16.; teacher 2 - 0.2fte £5136 01.02.16-31.07.16.

Total £7419

**Maths** – From September 2015, employed one HLTA

Actual work – 01/09/15 – 24/3/15 17 hours per week (16 hours of tuition plus one hour admin)

Total £3976

Grand total cost **£11,395**

***Note these tutors provided 1 to 1 tutoring both for disadvantaged students and for those eligible for Y7 catch up premium. Where students were eligible for both catch up and pupil premium support, support was provided through catch up funding.***

Total budget: £6559 (PP) plus £7000 (Y7 catch up) = £13,559

Total expenditure: £11,395

14 students were identified as being eligible for tutoring support funded by the catch-up premium with 3 students being below L4 in both English and maths on entry; 4 in English only and 7 in maths only.

In English, 6 of the 7 students eligible for the catch-up premium were members of the Intervention Group and 3 were members of the Booster Learners group, who were already receiving a considerable amount of literacy support. It was therefore decided to provide continuing support instead to those in Year 8 who had been eligible for Y7 catch-premium.

In Maths, 9 out of the 10 students eligible for the catch-up premium were members of the set 7x/Ma4 which also received significant additional LSA support. It was therefore decided to split the support, giving some support instead to those in Year 8 who had been eligible for Y7 catch-premium.

***English***

|  |  |  |  |
| --- | --- | --- | --- |
| Number of eligible students in Y8 | Number of students receiving tutoring | Average number of 1 hour sessions | Average group size |
| 13 | 10 | 8 | 3 |

***Maths***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Number of eligible students | Number of students receiving tutoring | Average number of 1 hour sessions | Average group size |
| Y7 | 10 | 2 | 4 | 3 |
| Y8 | 12 | 4 | 7 | 6 |

The impact of the expenditure on the educational attainment of the pupils who attract the funding:

The overall progress achieved by the students over the academic year (measured in new GCSE sub-grades, where 3 sub-grades = 1 grade and expected progress is 2 sub-grades per year) was as follows:

***English***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Receiving tuition** | | **All students** |
|  | **Reading** | **Writing** | **English** |
| Y8 | 1.0 | 1.2 | 1.8 |

***Maths***

|  |  |  |
| --- | --- | --- |
|  | **Tuition** | **All** |
| Y7 | 1.5 | 2.8 |
| Y8 | 0.5 | 0.7 |

Note that in September 2015 we introduced a new tracking system based on the new GCSE (9-1) grading structures. Data from term 6 reporting in the academic year 2014-15 was translated to the new scale. Reliability of grading will have been significantly impacted by this change. The new 9-1 grades are also ‘non-linear’ with fewer grades at the bottom and more grades at the top.

Spending in 2014-15:

Total expenditure in 2014-15: £1433.10 (including £560 of resources for the Lit Programme (Y7 Intervention))

*Remaining funds (£9566.90) to be carried over to 2015-16.* ***These were then carried forward again to 2016-17.***

21 students were identified as being eligible for tutoring support funded by the catch-up premium with 8 students being below L4 In both English and maths on entry; 5 in English only and 8 in maths only. Of these 21 students, 12 were members of the Intervention Group and 5 were members of the Booster Learners group, who were already receiving a considerable amount of literacy support. It was decided therefore to prioritise the available tutoring resource to other students. Of these, 0 received additional tutoring during the academic year in English, funded by the catch-up premium, and 4 in mathematics. The standard tutoring programme was ten individual one hour sessions. However the number of sessions was flexible dependent on need, and some tutoring was delivered in small groups of two or three students, rather than individually.

***English***

|  |  |
| --- | --- |
| Number of eligible students | Number of students receiving tutoring |
| 13 | 0 |

Total expenditure on English tutoring: £0

***Maths***

|  |  |
| --- | --- |
| Number of eligible students | Number of students receiving tutoring |
| 16 | 4 |

Total expenditure on Maths tutoring: £873.10

The impact of the expenditure on the educational attainment of the pupils who attract the funding:

For each student who received tutoring, a referral form was completed by the subject teacher identifying specific areas of focus and progress was reviewed at the end of the programme.

The overall progress achieved by the students over the academic year was as follows:

***Maths***

|  |  |  |  |
| --- | --- | --- | --- |
|  | APS  (term 6 2012-13) | APS  (term 6 2013-14) | Progress |
| Year 7 | 22.5 | 29 | 7.5 |

75% made 3+ sub-levels of progress since the start of year 7 in mathematics compared with 53% for whole cohort.

*Note: a progress score of +6 points is equivalent to one whole level of progress. Expected progress is +4 per year.*

Spending in 2013-14:

Total expenditure in 2013-14: £9819.02

*Please note – we did not spend the catch-up premium funds in 2012-13, due to difficulty in recruiting tutors, and these were carried forward to 2013-14. As a result we provided tutoring for students in both years 7 and 8 in 2013-14.*

22 students were identified as being eligible for tutoring support funded by the catch-up premium with 15 students being below L4 In both English and maths on entry; 2 in English only and 4 in maths only. Of these 22 students, 5 were members of the Booster Learner groups in Year 7 and Year 8 and were already receiving a considerable amount of small group support, particularly in literacy. It was decided therefore to prioritise the available tutoring resource to the other students. Of these, 15 received additional tutoring during the academic year 2013-14 funded by the catch-up premium. The standard tutoring programme was ten individual one hour sessions. However the number of sessions was flexible dependent on need, and some tutoring was delivered in small groups of two or three students, rather than individually.

***English***

|  |  |  |
| --- | --- | --- |
|  | Number of eligible students | Number of students receiving tutoring |
| Year 7 | 9 | 9 |
| Year 8 | 6 | 6 |

Total expenditure on English tutoring: £2049.56

***Maths***

|  |  |  |
| --- | --- | --- |
|  | Number of eligible students | Number of students receiving tutoring |
| Year 7 | 13 | 5 |
| Year 8 | 6 | 4 |

Total expenditure on Maths tutoring: £7769.46

The impact of the expenditure on the educational attainment of the pupils who attract the funding:

For each student who received tutoring, a referral form was completed by the subject teacher identifying specific areas of focus and progress was reviewed at the end of the programme.

The overall progress achieved by the students over the academic year was as follows:

***English***

|  |  |  |  |
| --- | --- | --- | --- |
|  | APS  (term 6 2012-13) | APS  (term 6 2013-14) | Progress |
| Year 7 | 20.2 | 28.6 | +8.4 |
| Year 8 | 28.6 | 32.2 | +3.6 |

Year 7: 89% made 1+ level of progress since the start of year 7 in English compared with 50% for whole cohort.

Year 8: 100% made 1+ level of progress since the start of year 7 in English compared with 78% for whole cohort.

***Maths***

|  |  |  |  |
| --- | --- | --- | --- |
|  | APS  (term 6 2012-13) | APS  (term 6 2013-14) | Progress |
| Year 7 | 19.4 | 29.4 | +10.0 |
| Year 8 | 23.5 | 30.0 | +6.5 |

Year 7: 80% made 1+ level of progress since the start of year 7 in mathematics compared with 87% for whole cohort.

Year 8: 100% made 1+ level of progress since the start of year 7 in mathematics compared with 91% for whole cohort.

*Note: a progress score of +6 points is equivalent to one whole level of progress. Expected progress is +4 per year.*