

Year 7 catch-up premium

Allocations:

Academic year	Allocation
2019-20	£8425
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 2019-20:

Levels of intervention were significantly impacted by the period of school closure, from 23 March to 20 July.

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	£800	£20	£240	£1060
Literacy 1:1	£260	£140	£140	£540
Numeracy groups	£290			£290
Numeracy 1:1	£350	£1050	£660	£2060
Total	£1700	£1210	£1040	£3950

Total expenditure is **£3950**.

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

Literacy groups

The score of all 11 students improved. The average increase was 18.9 percentage points.

KS2	Reading Age	Spelling Age	Attendance %	Input	Output	Difference (+/-)
92	07:02	10:10	100%	31	57	26
92	09:03	08:01	90%	9	40	31
106	08:06		100%	49	65	16
90	06:07	07:10	100%	36	61	25
100	07:10		100%	22	51	29
100	09:11	09:00	100%	45	47	2
N	05:06	06:04	90%	9	19	10
98	10:01	09:00	100%		84	N/A
97	08:06	09:01	100%	26	46	20
100	09:07	06:07	100%	6	29	23
85	n/a	09:04	60%	33	40	7
96	10:01	07:10	100%	58	77	19
108	13:00	07:07	Only 2 sessions delivered	32	See notes	Lockdown prevented intervention being delivered. 'At home' version offered
93	12:03	07:10	Only 2 sessions delivered	41	See notes	Lockdown prevented intervention being delivered. 'At home' version offered
82	07:06	11:01	Only 2 sessions delivered	17	See notes	Lockdown prevented intervention being delivered. 'At home' version offered
92	11:06	12:04	Only 2 sessions delivered	51	See notes	Lockdown prevented intervention being delivered. 'At home' version offered
88	07:02	10:04	Only 2 sessions delivered	73	See notes	Lockdown prevented intervention being delivered. 'At home' version offered

Literacy 1:1

Year 7, Year 8, Year 9

Completion of programmes of intervention, and output testing, were significantly impacted by the period of school closure, from 23 March to 20 July.

Numeracy groups

The score of all but two of the 15 students improved. The average increase was 7.5 percentage points.

KS2	Attendance %	Input	Output	Difference (+/-)
87	100% 8/8	23	26	3
88	100% 8/8	18	30	12
85	100% 8/8	20	20	0
89	100% 8/8	13	29	16
87	88% 7/8	10	20	10
97	88% 7/8	45	55	10
97	100% 8/8	53	55	2
97	100% 8/8	43	60	17
97	100% 8/8	13	20	7
92	88% 7/8	30	32	2
92	75% 6/8	30	28	-2
94	100% 8/8	37	42	5
96	100% 8/8	45	52	7
99	100% 8/8	57	66	9
N	100% 8/8	37	52	15
93	38% 3/8	37		
95	63% 5/8	48		
96	63% 5/8	45		
97	50% (4/8)	33		Intervention cut short as a result of COVID-19. Output testing unavailable as a result of COVID-19.
99	37% (3/8)	48		Intervention cut short as a result of COVID-19. Output testing unavailable as a result of COVID-19.

Numeracy 1:1

Year 7

KS2	Attendance	Input	Output	Difference (+/-)
99	19	10	17	7
97	8	55	52	-3
96	4	25	30	5
N	4	3	5	2

Year 8

KS2	Attendance	Input	Output	Difference (+/-)	Comments
No KS2 Data Available	11	41			Output testing unavailable as a result of COVID-19.
No KS2 Data Available	22	35			Output testing unavailable as a result of COVID-19.
No KS2 Data Available	16	25			Output testing unavailable as a result of COVID-19.
98	19	58	62	4	
99	21	63	70	7	
93	4	43			Output testing unavailable as a result of COVID-19.
94	3	32			Output testing unavailable as a result of COVID-19.
102	4	58			Output testing unavailable as a result of COVID-19.
105	4	51			Output testing unavailable as a result of COVID-19.
No KS2 Data Available	1	30			Output testing unavailable as a result of COVID-19.

Year 9

KS2	Attendance	Input	Output	Difference (+/-)	Comments
No KS2 data	15	24			Output testing unavailable as a result of COVID-19.
103	21	77	90	13	
99	15	73	78	5	
No KS2 data	15	37			Output testing unavailable as a result of COVID-19.

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.

KS2	Reading Age	Spelling Age	Attendance %	Input	Output	Difference (+/-)
99	08:10	10:10	80 (8/10)	28/136 21%	65/136 48%	27% +
99	09:11	08:04	100 (10/10)	46/136 34%	65/136 48%	14% +
92	09:05	09:00	90 (9/10)	42/136 31%	45/136 33%	2% +
	09:11	07:10	100 (10/10)	26/136 19%	61/136 44%	25% +
95	07:06	11:10	100 (10/10)	56/136 37%	121/136 89%	52% +
88	07:10	09:01	90 (9/10)	33/136 24%	43/136 32%	10% +
	08:06	10:04	100 (10/10)	28/136 21%	102/136 75%	54% +
96	08:06	10:07	100 (10/10)	35/136 26%	60/136 44%	18% +
95	11:04	09:07	70 (7/10)	21/136 15%	43/146 32%	17% +
	11:04	09:00	n/a	33/136 24%	left school	left school
	11:00	09:00		29/136 21%	35/136 26%	5% +
93	09:07	13:07	100 (8/8)	42/136 31%	87/144 60%	29% +
98	09:07	12:10	88 (7/8)	73/136 54%	131/144 91%	37% +
96	09:07	11:01	75 (6/8)	85/136 63%	92/144 64%	1% +
102	08:10	15:01	100 (8/8)	101/136 74%	127/144 88%	14% +
	16:06	06:10	100 (8/8)	81/136 60%	102/144 70%	10% +
	12:03	07:07	100 (8/8)	79/136 58%	111/144 77%	19% +
	16:09	08:07	100 (8/8)	61/136 44%	72/144 50%	6% +
98	12:09	12:07	75 (6/8)	111/157 71%	126/152 83%	12% +
99	15:00	12:07	88 (7/8)	134/157 85%	126/152 83%	2% -
99	16:09	11:10	88 (7/8)	133/157 85%	134/152 88%	3% +
97	10:03	14:07	100 (8/8)	108/157 69%	125/152 82%	13% +
98	14:00	12:01	100 (8/8)	120/157 76%	128/152 84%	8% +
96	11:04	10:07	100 (8/8)	111/157 71%	121/152 80%	9% +
96	14:00	14:01	88 (7/8)	121/157 77%	128/152 84%	7% +
90	10:11	12:10	0	104/157 66%	90/152 59%	7% -
97	09:03	10:10	100 (8/8)	95/157 61%	98/152 64%	3% +

Literacy 1:1

Year 7

KS2	Reading Age	Spelling Age	Attendance %	Input	Output	Difference (+/-)
n/a	8 years 6	5 years	16/19 (84%)	34	101	67
99	8 years 10	10 years 1	11/15 (73%)	208	220	12

Year 8

KS2	Reading Age	Spelling Age	Attendance %	Input	Output	Difference (+/-)
	10 years 3	11 years 3	(21/32) 66%	10:03	10:03	0
	10 years 9	10 years 4	(7/7) 100%	2	9	7
	14 years 6	12 years 4	(10/12) 83%	361	357	4
	7 years 2	7 years 4	(7/12) 58%	318	357	39
	10 years 9	10 years 4	(7/12) 58%	347	374	27
	13 years	13 years 4	(9/9) 100%	342	368	26

Year 9

KS2	Reading Age	Spelling Age	Attendance %	Input	Output	Difference (+/-)
	08:01	10:01	(12/29) 41%	08:01	13:00	04:11
	14:07		(26/40) 65%	09:07	09:11	00:04
	13:09	12:07	(6/7) 100%	123	147	24
	15:00	14:01	(9/9) 100%	395	365	30

Numeracy groups

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

KS2	Attendance %	Input	Output	Difference (+/-)
94	83% 5/6	61%	70%	9
98	100% 6/6	67%	96%	29
97	100% 6/6	44%	48%	4
96	100% 6/6	39%	35%	-4
93	88% 7/8	42%	44%	2
95	63% 5/8	53%	64%	11
96	100% 8/8	27%	22%	-5
93	88% 7/8	34%	36%	2
98	100% 8/8	58%	46%	-12
98	75% 6/8	44%	30%	-14
90	25% 2/8	15%	15%	0
97	100% 8/8	40%	42%	2
97	100% 8/8	25%	40%	15
97	88% 7/8	19%	54%	35
99	100% 8/8	37%	48%	11
91	100% 8/8	12%	8%	-4
99	88% 7/8	37%	44%	7
98	100% 8/8	41%	50%	9
97	75% 6/8	34%	46%	12
92	100% 8/8	36%	46%	10
80	10% 8/8	12%	12%	0
97	63% 5/8	27%	23%	-4
99	100% 8/8	47%	40%	-7
93	75% 6/8	28%	38%	10
89	100% 8/8	12%	26%	14
94	100% 8/8	17%	28%	11
98	100% 8/8	39%	66%	27
94	75% 6/8	36%	36%	0
99	100% 8/8	69%	88%	17
92	100% 8/8	15%	32%	17
99	100% 8/8	39%	60%	21

Numeracy 1:1

Year 7

KS2	Sessions (1 hr)	Input	Output	Difference (+/-)
NA	12	31	41	10
NA	8	20	35	15

Year 8

KS2	Sessions (1 hr)	Input	Output	Difference (+/-)
NA	8	26	24	-2
103	8	71	77	6
99	6	65	73	8
NA	6	35	37	2

Year 9

KS2	Sessions (1 hr)	Input	Output	Difference (+/-)
92	21	60	70	10
101	8	60	72	12
86	15	63	69	6
98	8	52	63	11

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
Accelerated/Acceleratewrite	£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 1 to 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 I+ level of progress since the start of year 7 in English compared with 50% for whole cohort.

Year 8: 100% made I+ 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 I+ level of progress since the start of year 7 in mathematics compared with 87% for whole cohort.

Year 8: 100% made I+ 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.