

**Cardinal Langley RC High School**

**Catch Up Premium**

**Impact Report 2017/18**

***‘The school makes effective use of its Year 7 catch-up funding to support pupils whose English and maths scores were low at primary school’***

***Ofsted, 2017***

**Year 7 Catch-up Premium - Impact Report 2017/18**

The Year 7 Catch-Up premium provides additional funding for schools to accelerate the progress of identified students in literacy and numeracy. The funding is aimed at Year 7 students who did not achieve the expected standard at the end of Key Stage 2. The funding enables the school to deliver additional support for those students that most need it so that they catch up with their peers.

In the academic year 2017/18, Cardinal Langley RC High School received £22,500 to support students in Year 7 who had been identified from their Key Stage 2 assessments as not meeting the expected standard in literacy, numeracy or both.

The Year 7 Catch-Up Premium has also allowed us to build capacity within our Additional Needs department for both literacy and numeracy support as well up-skill teaching staff and relevant leaders linked to numeracy and literacy through CPD opportunities and improving the focus on numeracy across the curriculum.

**Catch-Up Premium Impact 2017/18**

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| **Strategy** | **Actions/Plans** | **Spending** | **Impact/Evidence** | **RAG** |
| Reading Intervention | All Year 7 students completed reading and spelling age tests on entry. Intervention programme students regularly tested throughout the year. | £2,500 | CL staff tested students from partner primary schools in Year 6. Resources enabled accurate identification of needs of intervention cohort. |  |
| Small group guided reader sessions for all students with a reading age below 7.1 (9 in total). | £5,000 | 2 groups of students in target cohort withdrawn for support 5 hours per fortnight.  Average improvement in reading age of +8 months across the autumn term. |  |
| Reading resources provided to students and families to encourage reading for pleasure. | £1,000 | Year 7 students provided with personal reading material to be used at home and in school. |  |
| Numeracy Intervention | KS2 student maths scores and question level analysis used to identify cohort for intervention and diagnose specific areas of need. | £2,000 | 67% of students at least meeting the expected standard in maths by the end of Year 7 with 9% showing mastery of the subject. |  |
| Numeracy resources e.g. board games, provided to students and families to encourage use of numeracy outside school. | £500 | Raised profile of numeracy within the school. More students engaged in numeracy activities. |  |
| Numeracy rewards for form time quizzes. | £500 | Students actively engaged in numeracy activities. ‘Pi’day introduced with fun, maths based activities. |  |
| Resources purchased to introduce Singapore learning methods and develop mastery learning | £500 | Year 7 scheme of learning adapted following analysis of KS2 question level data. |  |
| 'Off timetable' Maths focused days for KS3 pupils and a  numeracy fortnight with participation from all subjects focusing on agreed cross-curricular numeracy themes. | £500 | Increased progress in maths related to topics identified in KS2 question level analysis.  Maths challenge for primary partner schools also introduced. |  |
| Intensive Literacy & Numeracy Intervention | Students identified with reading age between 7.5 and 9.0 provided with daily support across Autumn term with experienced primary practitioner (22 students in total). | £5,000 | Average improvement in reading age of +14 months across Autumn term with 86% meeting the success criteria of +6 months or more. |  |
| Transition Summer School | Year 6 students below expected standard in reading and maths targeted for intensive intervention prior to the start of Year 7. | £5,000 | High level of attendance from targeted students. Primary partner schools nominated students who would benefit the most. |  |
|  |  | £22,500 |  |  |

**Impact evaluation:**

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|  | Strategy was successful and will be used again |
|  | Strategy will be used again with refinements |
|  | Strategy will not be used again |