

## Impact of Y7 Catch-Up Premium – Reading (2014-15)

### Context:

The Government made a commitment to provide additional funding to schools for each Year 7 student who did not achieve at least Level 4 in the Key Stage 2 national curriculum tests in reading and/or mathematics. The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those students that most need it.

### Number of students identified:

In September **2014**, 81 students out of a total intake of 358 were below Level 4b (22.2%). The cohort can be broken down in to the following sub-levels.

Reading	Distance to travel to be 'On track'	Number of students
Level 4c on entry	1 sub-level	47
Level 3a on entry	2 sub-levels	10
Level 3b on entry	3 sub-levels	7
Level 3c on entry	4 sub-levels	8
Level 2 or below on entry	5 sub-levels or more	9
Total students		81

The makeup of the catch-up cohort in relation to other significant groups is as follows:

Group	Number of catch-up cohort	% of catch up cohort
Pupil Premium	41	50.6%
EAL	1	1.2%
SEN	39	48.1%

### Provision Implemented:

There is a clear focus on Quality First Teaching and Wave 1 interventions within the classroom and staff Professional Learning has focused on providing appropriate differentiation to match the needs of individual students.

In addition to this 'Universal Offer', catch-up students also follow an intervention programme depending on their needs.

Provision	Level 4c on entry	Below 4c on entry
<b>Universal Provision</b> (Quality First Teaching and Wave 1 intervention strategies in the classroom)	Mainstream English Curriculum which includes: Accelerated Reader (implemented 2014-15) SPAG focus	Mainstream English Curriculum which includes: Accelerated Reader (implemented 2014-15) SPAG focus English nurture group provision (smaller group), taught building on principles of RWI programme
<b>Intervention</b>		Read Write Inc synthetic phonics programme- taught by trained members of staff for 1 hour per day When students have completed the programme they are integrated into all mainstream lessons. They may then fall into other literacy based intervention cohorts such as <i>Reciprocal Reading, Reading</i>

		<i>Leaders, Premiership Reading Champions</i> based on their continuing progress in reading (as per STAR data).
<b>Parental Engagement</b>	Parent workshops to increase parental engagement and support at home, e.g. Accelerated Reader workshop and promotion of the AR Home Connect.	Parent phonics workshops to support reading progress and to ensure continuity between approaches used in school and at home.

### Impact of provision:

When using the intervention programme (RWI) specific data, the impact is as follows.

	Assessment point 1		End of Year	
	No. of students	% of catch-up cohort	No. of students	% of catch-up cohort
Students who have made expected progress or have exceeded expectations	39	93%	40	95%
Students who have not made expected levels of progress	1	2%	0	0%
No longer on roll	2	5%	2	5%
Total number of students	42		42	

When looking at how this transfers to English NC levels, the impact is as follows.

	Assessment point 1	
	No. of students	% of catch-up cohort
Students who have exceeded expected levels of progress	3	7%
Students who have made expected progress levels of progress	20	48%
Students who have not made expected levels of progress	7	17%
Students for which no [clear] KS2 start point provided	10 NB: 3 students now L4 and 3 students now L3)	24%
Other (e.g. no longer on roll)	2	5%
Total number of students	42	

By the end of the academic year, 65% of students were on track, many of which made accelerated progress with a further 27.5% having made progress (but not enough to catch-up). 7.5% of students did not make progress in NC levels but did make progress against their RWI tracking data.

**100% of students made progress in their reading age and the 300 Test (phonic and word knowledge test).**