

Impact of Y7 Catch-Up Premium – Maths (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.

For the 2014-15 academic year, Ecclesfield School were allocated £34,000 Catch-Up funding. Alongside the Catch-Up Literacy intervention, this funding was invested in specialist staffing and resourcing of the intervention for the entire cohort. The staffing includes trained members of the maths department who are deliberately under-allocated maths curriculum lessons in order to produce quality resources linked to the maths curriculum and deliver small-group intervention sessions. Additional staffing includes a member of the Support for Learning team deployed to provide full-time support in the maths department and in catch-up sessions, in particular with students in the catch-up cohort.

Number of students identified:

In September **2014**, 83 students out of a total intake of 358 were below Level 4b (23.2%). The cohort can be broken down in to the following sub-levels.

Maths	Distance to travel to be 'On track'	Number of students
Level 4c on entry	1 sub-level	32
Level 3a on entry	2 sub-levels	21
Level 3b on entry	3 sub-levels	9
Level 3c on entry	4 sub-levels	10
Level 2 or below on entry	5 sub-levels or more	11
Total students		83

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	49.4%
EAL	0	0%
SEN	43	51.8%

Further to this, baseline testing of the whole cohort suggested that significantly more students were in fact below a secure Level 4 on entry. The baseline testing which consisted of a repeat KS2 SATS paper told us that our starting points for the year were as follows.

Maths	Distance to travel to be 'On track'	Number of students
Level 4c in baseline	1 sub-level	48
Level 3a in baseline	2 sub-levels	35
Level 3b in baseline	3 sub-levels	28
Level 3c in baseline	4 sub-levels	17
Level 2 or below in baseline	5 sub-levels or more	25
Total students		153

Of these students, 55 were placed in 'On Track' intervention and 51 were placed in 'Breakfast club' catch-up intervention (little and often).

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 a personalised intervention programme depending on their needs.

Provision	Level 4c on entry	Below 4c on entry
Universal Provision (Quality First Teaching and Wave 1 intervention strategies in the classroom)	Mainstream Maths Curriculum which includes: <ul style="list-style-type: none"> Adapted SOL to improve progression Improved collaborative planning and resourcing of lessons to improve student learning More robust assessments High expectations and aspirations in the department. 	Mainstream Maths Curriculum which includes: <ul style="list-style-type: none"> Differentiated curriculum content – e.g. Numicon intervention programme delivered through mainstream maths. Improved collaborative planning and resourcing of lessons to improve student learning More robust assessments High expectations and aspirations in the department. Smaller teaching group and LSA support.
Intervention	On-Track maths students predominantly fall into this cohort – this includes students on a Level 4c on entry but also those who have a secure Level 4 on entry but baseline assessments show this not to be the case. These students complete additional intervention during Games time to get them back 'On Track', i.e. a secure Level 4 as quickly as possible. This is a roll-on-roll-off intervention programme which runs for the course of the year.	Breakfast club maths – 2 x form times each week intensive maths intervention. Maths club – an opportunity for students to consolidate what they have learnt in lessons and in the interventions. Once the students have 'caught up', they may fall into other intervention cohorts as the year progresses, e.g. 'On Track' to ensure they maintain expected levels of progress.
Parental Engagement	Parent workshops to increase parental engagement and support at home and to ensure continuity between approaches used in school and at home.	

Impact of provision:

Of those who made up the government funded catch-up cohort (i.e. not those identified through baseline testing, only KS2 SATS results) who took part in the intervention, the following sub-levels of progress were made from their official KS2 starting points.

NB: Progress is accelerated when comparing end of year results with the SATS September baseline.

	End of Year	
	No. of students	% of catch-up cohort
Now a secure L4 or above	20	24%
Progressed by 1 or more sub-level	43	52%
Progressed by 2 or more sub-levels	23	28%
Progressed by 3 or more sub-levels	10	12%
Progressed by 4 or more sub-levels	5	6%

When taking the full Catch-Up cohort into consideration (as identified through September SATS baseline testing), the following progress was made against KS2 data.

	End of Year	
	No. of students	% of catch-up cohort
Below	11	10%
Made progress but still below KS2	36	34%
Caught up with KS2 and close to target	38	36%
Accelerated progress and on target	19	18%
Above target and working at a much higher level than primary	2	2%

Overall, 90% of the students involved in the On Track and Breakfast Club interventions made progress from their KS2 starting points. This is accelerated progress for many when tracking from the September baseline.