

### **Y7 Catch-up Premium Summary**

For the 17-18 financial year, Outwood Academy Carlton will identify Year 7 Catch-up students from the KS2 SATS of the September 2017 intake.

In 16-17 financial year, Outwood Academy Carlton received £20,654 Year 7 Catch-up premium. We identified a total of 34 Y7 students (academic year 16-17) who did not achieve the expected scaled score of 90 or less in either reading or maths.

In 16-17 financial year, this funding was used towards Accelerated Reader books, Numicon resources, 1:1 tuition and a proportion of Teaching Assistant salaries.

In 15-16 financial year, Outwood Academy Carlton received £18,000 Y7 Catch-up premium funding. We identified a total of 36 Y7 students (academic year 15-16) who did not achieve a L4 in either Reading or maths.

In 15-16 financial year, this funding was used towards Fresh Start, resources and curriculum, a proportion of Teaching Assistant salary, 1:1 tuition and additional maths resources. A proportion of this funding was used towards a tailored intervention package through 1:1 support from our Bridge Manager and Synergy intervention

The impact and means of assessment for both the 16-17 and 15-16 financial years are detailed below in the full report.

## Y7 Catch-up Premium – Financial Year 2016-17

In 2016 to 2017 schools received the same overall amount of year 7 catch-up premium funding they received in 2015 to 2016, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2016 census. We received £20,654.

Using KS2 SAT's scores from reading and maths we identified a group of 34 students who didn't achieve the expected score of 100. Year 7 catch up funding was used to provide the identified students with the following interventions.

## 2016-17 Catch-up Interventions

Intervention	Detail
Numeracy Ninjas	KS3 numeracy intervention designed to fill gaps in students' basic mental calculation strategies and also to empower them with numeracy skills and fluency required to fully access GCSE maths concepts when they move to KS4.
Lexia	When students who have achieved below the expected standard of 100 in reading also have a SEND need relating to literacy, we use Lexia to promote the development of fundamental literacy skills. The programme has five levels and responds to the user to ensure that students are working on areas they struggle with rather than those they have secured
Times Table Rockstars	Times Table Rockstars is an interactive programme which tests student's' multiplication ability. Times tables are a fundamental skill in mathematics and underpin so much of the curriculum that securing these is vital to secure progress. Students are tested on their times tables and the programme responds to the user concentrating on tables they have not yet secured through repetition and reinforcement.
Synergy - maths	Targeted and bespoke numeracy intervention that is facilitated by a specialist in maths. Students work at a level that is individually tailored to the student's ability, using Numicon, maths games and a variety of resources to build up confidence and learning. This runs alongside their everyday curriculum.
Synergy - English	Targeted and bespoke literacy intervention that is facilitated by a specialist in English. Students work at a level that is individually tailored to the student's ability, using a wide and varied scheme of work from basic phonics, SPAG and sentence structure. This runs alongside their everyday curriculum.

It should be noted that the identified students are supported in numerous other ways, including:

Enrichment	The school day finishes at 2:30, however from 2:30-3:30 enrichment sessions are provided by teaching staff and support staff for any students who may be struggling and require more focused support
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	from their teachers. As well as academic intervention, many enrichments also run to encourage students to develop interests in different areas such as sport or creative subjects. The availability of each session is determined by individual teachers.
Pastoral Support Staff	There are many members of staff who regularly monitor and intervene with students who are struggling in school either academically or on a pastoral level. The Vice Principal (Head of Deep Support), Inclusion Manager, Learning Managers, Consequences Manager and Attendance and Welfare staff all work to support students in a variety of different ways to ensure any barriers to learning are addressed and removed allowing students to make progress. This is available to all students.
Pledges	It is important as a school that we work to develop 'the whole child' ensuring the experiences beyond the classroom. We do this through encouraging students to achieve Pledges whereby they have undertaken an activity either through school or outside of school hours which has given them the chance to learn something new or challenge themselves. This is available to all students.
Accelerated Reader	Accelerated Reader is a programme which is used with all KS3 students in school time. It focuses on reading comprehension skills whereby students read books from a level identified through STAR testing which challenges them just enough to improve their reading skills. A comprehension test is taken at the end of every book with the aim of students increasing the level of books they are reading as well their reading age.

### **Impact of Literacy Catch-Up Grant 2016-17**

Our internal reporting Praising Stars system is used to assess students' progress. The Literacy and Numeracy Catch-up Strategy will be reviewed in September 2017 as intervention is still ongoing.

### **Impact of Literacy Catch-Up Grant 2015-16 (16-17 financial year)**

Students who had KS2 achievement below level 4 were identified in September 2015. These students were removed from VMG three days per week for Reciprocal Reading group. Funding was spent on Accelerated reader books, Fresh Start and Synergy resources as well as a proportion of teaching assistant salaries, tailored intervention packages are available through the Bridge for students who require them.

Out of the identified catch up students, 76% made positive progress..

### **Impact of Numeracy Catch-up Grant 2015-16 (16-17 financial year)**

Students who had KS2 achievement below level 4 were identified in September 2015. Students attracting this funding received 1:1 maths sessions during one VMG session per week and for one hour per week during lesson time. Funding was spent on the salary of the 1:1 maths tutor and additional maths resources.

Of the students who received intervention, all of them made positive progress in maths from their initial KS2 SATS results to at least a level 4c.

### **Low Attainer Outcomes**

On a whole, students of a lower ability on entry perform well at Outwood Academy Carlton. In 2016, low ability students in year 7, on average, were predicted a progress 8 score of +0.88. This compares to a score of +0.23 for all students in year 7, demonstrating that the these students were catching up with their peers.