



Year 7 Catch-Up Premium

2017-18	tbc
2016-17	£16,104
2015-16	£12,500
2014-15	

Attainment at St Michael's

The overall journey for pupils with us is one of increasingly accelerated progress such that cohorts leave us significantly above the national profile of attainment using nationally benchmarked assessments despite their attainment on entry not matching their KS1 scores. That many St Michael's pupils join us in Year 5 having not sustained their KS1 prior attainment is a challenge, particularly when trying to maintain aspirations for the highest performance at KS2 exams which happen just 5 terms into pupils' life at our school.

It is also worth stressing that a small number of pupils, usually at the grammar school attaining level, leave us in Year 6 and are replaced by movement into the area in Year 7, often by families leaving the grammar school area schools because their children did not get into grammar school. In spite of this disparity of movement Year 7 is part of the way on that journey. Children are 'Upper School ready' when they leave us.

In order to help us make judgements about pupil progress in the absence of National Curriculum levels we use GL Assessments which are nationally benchmarked against a large sample to provide a more accurate measure of how our pupils have performed. We use GL Stanine 5+ as our target because although GCSE grade 4 is considered a low pass we want our pupils to achieve at least a grade 5.

Reading

Year 7 Cohort	Year 6 Matched Pupils (ARE)	Year 7 (ARE+)	Year 8 (ARE)/ Year 8 GL Stanine 5 + (National)
2016-17	67%	73%	-
	Year 6 Level 4+		Year 8 GL Stanine 5 + (National)
2015-16	87%	80% ARE+	-
2014-15	87%	97% Level 4 +	91% (77)



Allenbourn Middle School Colehill First School Hayeswood First School Merley First School
St John's First School St Michael's Middle School Witchampton First School



Writing

Year 7 Cohort	Year 6 Matched Pupils (ARE)	Year 7 (ARE)	Year 8 (ARE)
2016-17	67%	74%	-
	Year 6 Matched Level 4+		Year 8 Level 4 + (National)
2015-16	90%	71% ARE+	-
2014-15	83%	97% Level 4+	100% level 4+

Maths

Year 7 Cohort	Year 6 Matched Pupils (ARE)	Year 7 (ARE)	Year 8 (ARE)/ Year 8 GL Stanine 5 + (National)
2016-17	56%	78%	-
	Year 6 Matched Level 4+		Year 8 GL Stanine 5 + (National)
2015-16	78%	69% (ARE+)	-
2014-15	76%	87% Level 4+	95 (77)

Intervention Strategies 2017-18:

We are encouraged by the impact we had in 2016-7 but we feel we can be more ambitious by adapting our practice in Year 7 further. In particular we are using the Accelerated Reading programme with an early emphasis on those who need catch-up and our PP. We are also creating additional time for English for our weakest pupils using one of their two French lessons in Year 7.

One of the biggest challenge to learners in Year 7 is the emotional and physical (including their brains) changes they experience at this age. Our intervention strategies are therefore linked to both academic performance and emotional well-being.

[Costs tbc subject to budget and actual costs this year.]

1) Accelerated Reader

Assessment of books in our existing library to ensure suitability for the scheme. Training for staff and review impact in first term with a view to appointing an Accelerated Reader champion to support catch-up pupils by ensuring progression through the scheme and assist with reading groups.

£2000



2) 1:1 Tuition

Pupils who are not making better than expected progress in Year 7 after falling behind are given 1:1 tuition using trained teachers.

£3000

3) ELSA

We employ an ELSA (Emotional Literacy Support Assistant) to work with young people in 6-8 week blocks.

£2500

4) Setting

In order to maintain setting in maths we allocate any residual funding to the staffing budget to ensure we are able to prioritise target groups for those that did not achieve ARE in Year 6. Pupils are taught in two target groups with a pupil teacher ratio of approx. 1:20. Without this funding the groups would have to increase to 1:32 in greater mixed ability groupings. Whilst setting is not a panacea we believe that in Maths the evidence supports this strategy.

In addition to this we are providing our weakest literacy pupils extra time by timetabling our English Lead at KS3, who is also a French teacher for both their English and French lesson in order to create some additional space in the curriculum for English alongside their French.

£10,600

Impact 2017-18 TBC

Intervention Strategies 2016-17:

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7) Setting

In order to maintain setting in maths we allocate any residual funding to the staffing budget to ensure we are able to prioritise target groups for those that did not achieve ARE in Year 6. Pupils are taught in two target groups with a pupil teacher ratio of approx. 1:20. Without this funding the groups would have to increase to 1:29 in greater mixed ability groupings. Whilst setting is not a panacea we believe that in Maths the evidence supports this strategy.
£10,600

Impact 2016-17

Of the 44 pupils in Year 6 who did not achieve ARE 13 were ARE at the end of Year 7. We are pleased that we have been able to catch these pupils up but we are ambitious for a greater response at an earlier stage. We are confident that by the end of Year 8 almost all of these pupils will have achieved at least in line with their KS1 score even for those who have not matched that level in any other assessment since Year 1! We are ambitious for a quicker rate of improvement and have deployed new strategies in Year 7 this year to support that including extra English for the support group and the accelerated reader programme.

In maths over half the pupils who did not achieve ARE in Year 6 have caught up. In number terms that means 31 of the 59 who did not achieve ARE are now working at ARE. This is in line with national percentages but we expect this number to rise again to be well above the national picture by the end of Year 8.

Impact 2015-16

This was a transition year between levels and new ARE assessments. We worked with QE Upper School and our sister middle schools to establish moderation of work and, given the higher expectations levels obviously dropped in percentage terms. That said we are on target to meet our goal for this cohort of 95% GL 5+ in Reading and 92% in Maths which would be an improvement in maths given the relative start points and a sustained excellent performance in Reading/Writing.

Funding spent: 1:1 Tuition £3000; ELSA £2500; Sustaining setting in maths £7000