

Year 7 Catch-up report

2015 - 2016

During this academic year we received £9,146.00 through the Catch-up budget, which is additional funding provided to support Year 7 students who achieved less than a Level 4 in Maths and/or English (Reading) at the end of Key Stage 2. Not all of the twenty five students in this cohort received funding but all were supported and closely monitored. At George Abbot the funding received through Catch-up is carefully ring-fenced so that it is spent on the target group of students. Each project/activity is carefully monitored and fully evaluated for its impact on students' progress. This funding was used as follows:

Provision	Expenditure	New/cont	Summary	Monitoring/Evaluation	Impact														
Springboard Maths teaching	£3692 – teacher's salary	Continued	Continued withdrawal of students under Level 4 in Maths from one rotational arts lesson.	Springboard a set national strategy programme which identifies crucial gaps in students' mathematical knowledge and skills. Monitored through tests every 6 weeks.	<table border="1"> <thead> <tr> <th>Sub-levels of progress</th> <th>% Students</th> </tr> </thead> <tbody> <tr> <td>-2</td> <td>12%</td> </tr> <tr> <td>0</td> <td>16%</td> </tr> <tr> <td>1</td> <td>40%</td> </tr> <tr> <td>2</td> <td>16%</td> </tr> <tr> <td>3</td> <td>4%</td> </tr> <tr> <td>4</td> <td>4%</td> </tr> </tbody> </table> <p>In Maths 24% exceeded their expected 2 sub-levels of progress during the year</p>	Sub-levels of progress	% Students	-2	12%	0	16%	1	40%	2	16%	3	4%	4	4%
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Trip to London theatre to see Charlie and the Chocolate Factory	Theatre tickets, transport and workshop costs £1893.48	New	Enrichment for all Catch-up students who have not been to the theatre/London. All students given the book to read. Follow-up drama/literacy workshops followed.	All Catch-up students invited to attend workshops.	High level of uptake for theatre visit. Positive response to received book. Students enjoyed workshops and theatre experience. We believe this is reflected in their improved English levels.														
Numeracy Catch-up		New	Support staff implemented this programme after training last year.	Accessing the Curriculum Manager will monitor and evaluate as the course progresses.	Training was good and staff who trained were positive about the intervention. Feedback during the intervention indicated that it takes more planning and preparation time to implement. Students in Y7 responded more positively to the program than older students.														
Activities Week	£3164.39	Developed from previous years	A week of targeted activities was arranged for the Catch-up students when the whole school had Activities Week during July. This included a visit to Box Hill National Trust where the students took part in a poetry workshop and as well as learning compass and grid reference skills during a trail. Students were	One member of staff per four students monitored progress each day. Evaluations completed at the end of the week.	When asked to complete the questionnaire, 67% of students felt their numeracy skills had improved during the week. When asked to give a rating of 1 (being not very good and 5 being amazing) students gave the week an overall satisfaction rating of 4.53.														

			also able to enjoy the Harry Potter tour at Warner Brothers Studio. Throughout the week there were further in-school activities and students were expected to keep a diary as well as a budget book, keeping tally of how they spent their 'pocket money'.																				
Lexia Reading Strategies	£530 (Total cost £1060)	Continued	A reading program that helps students with specific learning difficulties and those that have English as an additional language to improve their reading skills. The program can be accessed in school and at home. Students are assessed and placed according to their responses. They are then set an amount of time that they should access the software. It is suggested that they do 3-4 20 mins sessions per week.	Progress reports are accessible by the person leading the intervention. Progress is also monitored by using their baseline reading data and reviewing this after at least 6 months.	<p>Pupil voice indicated that students did not necessarily like the repetitive nature of the program but they did report that they did improve their reading skills by using Lexia. Students who used Lexia on a regular basis made accelerate progress in their reading. EAL student with beginners English also made extremely good progress with their reading.</p> <table border="1"> <thead> <tr> <th></th> <th>Sub-levels of progress</th> <th>% Students</th> </tr> </thead> <tbody> <tr> <td rowspan="8">English</td> <td>0</td> <td>16%</td> </tr> <tr> <td>1</td> <td>16%</td> </tr> <tr> <td>2</td> <td>32%</td> </tr> <tr> <td>3</td> <td>16%</td> </tr> <tr> <td>5</td> <td>4%</td> </tr> <tr> <td>6</td> <td>12%</td> </tr> <tr> <td>N/A</td> <td>4%</td> </tr> </tbody> </table> <p>In English 64% exceeded their expected 2 sub-levels of progress during the year.</p>		Sub-levels of progress	% Students	English	0	16%	1	16%	2	32%	3	16%	5	4%	6	12%	N/A	4%
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2016-2017

For the current academic year, we are waiting to see if the DfE will be funding the Year 7 cohort who enter the school after achieving a scaled score of 100 and below for Maths and English. We have determined that of the current Y7 cohort, 64 Students have achieved a scaled reading score below 100 in English with 8 of those students working below the level of the test. In Maths, 54 students have achieved a scaled score of below 100 with 5 students working below the level of the test.

If funding is received we will develop a programme to ensure numeracy and literacy progress with these students.