

Year 7 Catch-up report

2016 - 2017

During this academic year we received £10,465 through the Catch-up budget, which is additional funding provided to support Year 7 students who achieved less than a scaled score of 100 in Maths and/or English (Reading) of which there were 54 in Maths and 65 in English at the end of Key Stage 2. Not all of the 119 students in this cohort received funding and we used the MIDYIS score and our own reading and spelling test to highlight the students most in need of support. Those under a score of 97 in Maths and 52 students in English were offered support. 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	£3838.38 – teacher's salary	Continued	Continued withdrawal of students under scaled score of 97 in Maths from one 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 rowspan="5">Maths</th> <th>Progress</th> <th>No of Students</th> <th>% Students</th> </tr> </thead> <tbody> <tr> <td><0</td> <td>5</td> <td>17.9</td> </tr> <tr> <td>0 <1</td> <td>11</td> <td>39.3</td> </tr> <tr> <td>1 <2</td> <td>10</td> <td>35.7</td> </tr> <tr> <td>>/2</td> <td>2</td> <td>7.1</td> </tr> </tbody> </table>	Maths	Progress	No of Students	% Students	<0	5	17.9	0 <1	11	39.3	1 <2	10	35.7	>/2	2	7.1
Maths	Progress	No of Students	% Students																		
	<0	5	17.9																		
	0 <1	11	39.3																		
	1 <2	10	35.7																		
	>/2	2	7.1																		
Trip to London theatre including a workshop to see The Railway Children	Theatre tickets, transport and workshop costs £3813.76	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. <table border="1"> <thead> <tr> <th rowspan="5">English</th> <th>Progress</th> <th>No of Students</th> <th>% Students</th> </tr> </thead> <tbody> <tr> <td><0</td> <td>10</td> <td>21.3</td> </tr> <tr> <td>0 <1</td> <td>32</td> <td>68.1</td> </tr> <tr> <td>1 <2</td> <td>3</td> <td>6.4</td> </tr> <tr> <td>> /2</td> <td>2</td> <td>4.2</td> </tr> </tbody> </table>	English	Progress	No of Students	% Students	<0	10	21.3	0 <1	32	68.1	1 <2	3	6.4	> /2	2	4.2
English	Progress	No of Students	% Students																		
	<0	10	21.3																		
	0 <1	32	68.1																		
	1 <2	3	6.4																		
	> /2	2	4.2																		
Summer School	£4600.00	New	48 Students were invited to the catch-up summer school with 22 students attending. Four days of targeted activities has been arranged by a team of staff to develop the students literacy and numeracy skills. Very focused short activities based on the students' needs took place.	One member of staff per four students monitored progress each day. Evaluations completed at the end of the week.	Students and staff will complete a questionnaire to look at the outcomes over the four days.																
Lexia Reading Strategies	£1539.20	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.	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.																