

Wednesfield High Specialist Engineering Academy

Year 7 Catch-Up Premium Report 2015.16

Spending of the Year 7 Catch-Up premium

What is 'Catch-Up' premium?

Catch-Up premium is a grant given to schools and academies who have students join them in Year 7 who have not reached the expected age related level (an old 4b in old national curriculum speak) in English and mathematics required to access secondary curriculum. The funding is to provide students with the necessary materials to enable them to catch up.

Objective

Our objective is to support identified Year 7 students in securing aspirational rates of progress in English and mathematics to allow them to 'close the gap' with their peers. The 'Catch-Up' Premium Funding has been used for targeted support to raise attainment and progress of these particular students. Progress of these students is carefully monitored to ensure that the interventions are having an impact.

Year 7 Catch-up Premium 2015.16	
Total number of students on roll in Year 7	144
Total number of students eligible for Year 7 Catch-Up Grant	23
Amount of Year 7 Catch-Up Grant to be received per student	£500.00
Total amount of Year 7 Catch-Up Grant to be received	£11,500

Summary of Spending 2015.16

- How has the Year 7 catch-up premium been used?

STAR Group in Year 7

Students are identified through meetings with primary school and analysis of assessment data to be included in the STAR group. These students have additional Maths and English lessons on their timetable.

Literacy Lesson

Every student in Year 7 had an additional literacy lesson with their class teacher using specialist materials appropriate to the ability range and literacy needs of the class.

Vocabulary and Literacy books

The English department purchased additional resources to use with identified students in their normal English lessons to support improvements in vocabulary.

SPaG resources

The English department purchased additional resources to use with identified students in their normal English lessons to support improvements in SPaG.

Study Boxes/Library books

The library book boxes are made available to each form group. This is a scheme to encourage book and reading in form time especially as we no longer have a functioning library. The boxes are graded according to ability and changed every term. All Year 7 students have one 'reading' lesson during our Lesson 7 every week.

SEND support

Daily breakfast club which includes literacy and numeracy.

Lesson 7 intervention programme to focus on SPaG, Numeracy – *focus on mastery of core mathematics*, Literacy, Spellings, Handwriting and Reading.

Maths-watch

Every student has been given their own user account for Maths-watch which is an electronic learning programme for mathematics to support student learning at home outside normal timetabled lessons.

Towers Outdoor Education Centre

Students attended a 2 night 3 day course at the outdoor education centre which was subsidised, this helped to improve confidence, self-esteem, working with others and promoted independence.

Impact

- What impact has this made to the young people concerned?

Key Stage 3 Assessment Model

ILL	Numerical value for SIMS purpose only	
Transforming	8	
Independent	6-7	
Securing	5	
Developing	4	Secondary Ready
Emerging	3	
Awareness	1-2	

Writing

18 students were below secondary ready expected standard on entry in Y7 which means they were below the 'Developing' stage in our Individual Learning Ladders (ILLs).

ILL	Writing baseline in Sept 2015	Writing overall in July 2016
Transforming		
Independent		
Securing		
Developing	3	4
Emerging	11	12
Awareness	4	2

- 10 students have made progress within this ILLs judgement from their baseline.
- 4 students have confidently caught up with their peers and they are now 'DEVELOPING'.
- A further 5 students are at the 'top of EMERGING' and have therefore made progress and are only marginally below the average expected standard on entry to Year 7.
- 8 students have remained consistently within their ILLs judgement, thus showing retention of skills however minimal improvement in application.
- In 2016.17 when the students are in Year 8, departmental strategies will be in place for students who remain a key cause for concern.

SPaG

22 students were below secondary ready expected standard on entry in Y7 which means they were below the 'Developing' stage in our Individual Learning Ladders (ILLs).

ILL	SPaG baseline in Sept 2015	SPaG overall in July 2016
Transforming		
Independent		
Securing		1
Developing	1	6
Emerging	18	13
Awareness	3	2

- 15 students have made progress within the ILLs judgement from their baseline.
- 7 students have confidently caught up with their peers and are now 'DEVELOPING' or above.
- A further 8 students are at the 'top of EMERGING' and have therefore made progress and are only marginally below the average expected standard on entry into Year 7.
- There are 7 students who have remained consistently within their ILLs judgement showing a retention of skills however minimal improvement in application.
- In 2016.17 when the students are in Year 8, departmental strategies will be in place for students who remain a key cause for concern.

Reading

11 students were below secondary ready expected standard on entry in Y7 which means they were below the 'Developing' stage in our Individual Learning Ladders (ILLs).

ILL	Reading baseline in Sept 2015	Reading overall in July 2016
Transforming		
Independent		
Securing		
Developing	1	4
Emerging	7	5
Awareness	3	2

- 6 students have made progress within this ILLs judgement from their baseline.
- 4 students have confidently caught up with their peers and are now 'DEVELOPING'.
- A further 2 students are at the 'top of EMERGING' and have therefore made progress and are only marginally below the average expected standard on entry to Year 7.
- 5 students have remained consistently within their ILLs judgement showing a retention of skills, however minimal improvement in application.
- In 2016.17 when the students are in Year 8, departmental strategies will be in place for students who remain a key cause for concern.

Mathematics

15 students were below secondary ready expected standard on entry in Y7 which means they were below the 'Developing' stage in our Individual Learning Ladders (ILLs).

ILL	Mathematics baseline in Sept 2015	Mathematics overall in July 2016
Transforming		
Independent		
Securing		
Developing	1	3
Emerging	2	5
Awareness	12	7

- 7 students have made progress within this ILLs judgement from their baseline.
- 2 students have confidently caught up with their peers and are now 'DEVELOPING'.
- 1 student is at the 'top of DEVELOPING' and has made progress in Year 7 and they remain only marginally below the next ILLs judgement of 'SECURING'..
- 8 students have remained consistently within their ILLs judgement showing a retention of skills, however minimal improvement in application.
- In 2016.17 when the students are in Year 8, departmental strategies will be in place for students who remain a key cause for concern.