



Year 7 Catch Up Premium



1 Sponsor
Senior Deputy Headteacher

2 Reviewed
October 2018

3 Revised
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Supporting Documents

5. Context

The Government believes that by investing specific funding to identified cohorts of learners the will result will be a significant narrowing of the performance gap. As a result, the Government created a separate funding allocation called the 'catch-up' premium.

This additional funding is given to schools in England to support Year 7 pupils who achieved significantly below the expected standard in reading or maths at the end of Key Stage 2 (Year 6 SATs). The 'Expected Standard' is a scaled score of 100 on these tests (raw mark will vary from year to year). The expectation of the funding is that the students will make accelerated progress in both areas and as a result, will close the gap on other learners within Year 7 cohort.

Schools receive an additional premium of £500 for each Year 7 pupil who has not achieved the 'Expected Standard' in Reading and/or Mathematics (maximum £500 per pupil) at Key Stage 2.

The Government expects the funding to be used to provide intensive support for all of the identified students through a range of high impact approaches that improve their literacy and numeracy.

6. Charlton Schools Approach

At Charlton we have used our annual premium to set up and then further develop the opportunities for a specific cohort of learners identified in year 7. These students form part of our 'Mini School Provision' as outlined below:

- Students identified as achieving well below expected levels in English and/or Maths or those identified as having Special Educational Needs at their primary school may be included in our 'mini school'.
- Consultation takes place between our partner primary school teachers, Charlton SENCo and the Curriculum Leaders for English and Maths to ascertain which students will benefit from this provision.
- Identified students are taught in smaller class sizes of up to 15 students for: English, Mathematics, Humanities and Modern Foreign Languages (German). They are supported by two Teaching Assistants who work with the group across all areas.
- The 'mini school' group is then split into two groups that join students in the remaining lessons; Science, Performing Arts, Technology and Physical Education. One of the two Teaching Assistants is then assigned to that group so that they have support at all times by a TA that knows them well.
- All students are part of tutor groups with the main aim to ensure that they feel fully integrated into the whole school setting.

This early identification of need is crucial to the ***Graduated Approach to Special Educational Needs and Disabilities SEND*** model that Charlton follows.

Such early identification (as part of a graduated approach) permits targeted TA support at Wave 1. This supports transition across a range of SEND and dovetails into additional Wave 2 interventions which are targeted, and tailor made to suit the individual needs of the students. For example, specialist teaching for dyslexia or tailor-made packages around literacy and numeracy. Interventions also focus on independence skills to encourage students to become proactive and self-determined learners.

Within all aspects of delivery, Waves 1 and 2 interventions are linked to data and the use of regular assessment and testing as part of a 'Plan /Do /Review cycle. As a result of this, we would also expect to see additional progress in reading and spelling scores as the year progresses.

The team support open communication with parents through additional workshops and work display sessions. This creates a solid team around the child, where school and home work together towards a shared vision.

7. Impact

The school Received £15,960 last academic year to support identified students. This funding is used to ensure that the Family Group is supported by two full time Teaching Assistants who provide consistent support from the group as they make their way through Year 7.

These staff work alongside key staff who provide further intervention through other funding streams such as Pupil Premium funding to maximize progress for all.

The impact of these interventions may be judged using two criteria. The first criteria is a basic monitoring of student progress using the established tracking formula (first quarter assessment point). The second criteria evaluates this data in terms of the impact of this specific intervention.

In terms of monitoring student progress, the table below demonstrates how students in the mini school have met their Progress 8 targets at the first assessment point-Autumn 2018. The table also makes a comparison with the Progress 8 targets met by the whole Year 7 and SEN cohort.

2018 Year 7 SEN Cohort Progress 8		
Year 7 Whole Cohort		-3.597
Year 7 Whole SEN Cohort (35 students)	Total P8	-2.505
	E	-1.387
	K	-2.541
Year 7 Mini School Cohort (15 students)	Total P8	-2.056
	E	-1.387
	K	-2.629

Several points related to the effectiveness of the mini school structure and approach are considered here.

1. Students within the mini school are making accelerated progress compared to the whole Year 7 cohort.
2. The SEN Cohort are identified as making higher levels of progress compared to the whole cohort and in comparison, to the mini school students. (The good progress made by the whole Year 7 SEN cohort might partly be explained by the fact that the majority of these students are receiving Wave 2 targeted and personalised interventions).

From this we may conclude that the current intervention programme for the Year 7 SEN cohort in total is working and that it is having a positive impact on progress in terms of Progress 8. This progress is secured through the Mini School Provision and Wave 2 Intervention for targeted students

However, some of these data comparisons may be offset by the fact that the mini school is also a mechanism to support smooth emotional and social transitions from primary to secondary school. For students that are vulnerable this can make all the difference between their motivation and progress in the long term. For this reason alone, the mini school has its place in Year 7 provided independence skills continue to be nurtured and taught in preparation for transition into Year 8.

Equally important is a fluid and flexible approach to moving in and out of this group at various transition points throughout the year, a process which is now embedded into provision.

8. Plans for 2018/19

The school intends to continue to identify a Year 7 mini school and a culture of collaboration will continue to prioritise successful and smooth transitions for those students with SEND.

Additionally, work will be done on promoting independence skills with the cohort so that further successful transitions may be made further up the school. Taking advantage of programmes which are available to provide greater independence helps to ensure that students become proactive and self-determined learners, as well as allowing them to integrate more easily into the classes and school. This is key to progress, both in terms of their education and for social development.

Funding will continue to be allocated as outlined with specific interventions carefully monitored to ensure the maximum impact.