**Year 7 Catch-up Premium Funding 2018-2019**

The Academy of St Nicholas is in receipt of £15,524 for students in 2018-2019.

Based on the KS2 scores:

40 students are below expected standards for maths and English

51 are below standard in English

55 are below standard in maths

**Numeracy**

|  |  |
| --- | --- |
| **SATS scaled score** | **Number of students** |
| Below 100 | 55 |
| 95 - 99 | 21 |
| 90 - 94 | 14 |
| Below 90 | 20 |

**Literacy**

|  |  |
| --- | --- |
| **SATS scaled score** | **Number of students** |
| Below 100 | 51 |
| 95 - 99 | 18 |
| 90 - 94 | 12 |
| 80 - 89 | 21 |
|  |  |

**Catch Up Literacy Strategy**

Reading ages are monitored and evaluated through accelerator reader and Hodder reading tests whilst student progress in English is also monitored through both Pearson steps and end of KS2 reading comprehension testing. Students who enter the school with a reading age below 6.2 and below step 1 on the Pearson scale, will be monitored for progress using P (pivot) scales at calendared points in the year in addition to tracking improvements to their reading, spelling and comprehension.

A proportion of students who are deemed not secondary ready also benefit from the specific pupil premium interventions, such as Reading Wise (delivered by a trained TA) and small group tuition with staff in the Student Support Centre.

All staff are aware that is the responsibility of all subjects to ensure that all students ‘catch up’ and keep ‘catching up’ and this is signposted in their schemes of work.

**English strategy for all students include:**

* Whole school; ‘***Read well, Speak well, Write well’*** strategy. A Key focus within this is extending Tier 2 vocabulary, as well as Tier 3, in order to develop fluent writers, readers and speakers.
* DEAR within English.
* A planned reading curriculum with whole text and extracts (non-fiction and fiction)
* Regular reading time at the start or ends of lessons (teacher choice)
* Library lessons in English time with Accelerated reader used to check range of reading and progress in reading.
* Reading in form time. (each Y7 and Y8 form is given a class reader for each term)
* A drama curriculum to ensure that students build confidence in their communication skills both inter and intra-personal.
* Oral activities are used in English (targeted questioning, pair work and discussion) to prepare for formal/academic writing style.

Additional and specific Catch Up support in literacy includes:

* Spring term – sixth form students will be trained as Reading Buddies, to work with Y7 students in the first instance, in form time.

**In addition to the above students with SEND receive:**

* Immersion and targeted support though our ‘Small Learning Community’ and specialist teaching via our primary trained teacher.
* Readingwise: Targeted intervention sessions to improve decoding and reading comprehension skills.
* Rapid Plus programme: intervention targeting comprehension and spelling.

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| --- | --- |
|  | **Literacy Catch up** |
| **Staffing** | Reading intervention,  phonics, handwriting and parental support. |
| **Resources** | Accelerated Reader |

**Catch Up Numeracy Strategy**

* All students are setted based on Key Stage 2 QLA and internal baseline.
* Information is used through a QLA along with SATS QLA to identify students’ strengths and areas of improvement. Specialist teacher uses this to target pupils in class.
* Students have been baseline tested using Pearson’s baseline test and the results compared with the key stage 2 scaled scores.
* Students follow a programme of study focussing on arithmetic for the first 4 weeks.
* Linear setting allows for students to be setted in terms of fine scores to enable further in class intervention.
* Numeracy Ninja program runs during form time as a form of catch up.
* All students are rigorously monitored using testing to check progress and reshape targeted in and out of class support throughout the year.
* Hegarty maths is used to personalise catch-up work.
* Throughout the year end of unit assessments are used to identify students’ areas of improvement.

**In addition to the above students with SEND receive:**

* Immersion and targeted support though our ‘Small Learning Community’ and specialist teaching via our primary trained teacher.
* Alternative assessment criteria is used to monitor progress.

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| --- | --- |
|  | **Numeracy Catch Up** |
| **Staffing** | Lead Practitioner to monitor KS3 |
| **Resources** | Manipulatives for SLC classes |

**Year 7 Catch-up Premium: Impact statement 2017-2018**

105 students £14,113

Impact 2017-8 Maths

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Score** | **Number**  **of**  **students** | **% of students**  **below standard**  **Sep 17** | **Number**  **of**  **students** | **% of students below**  **standard**  **Sep 18** |
| **Below 100** | 43 | 41% | 25 | 24% |
| **95 - 99** | 21 | 20% | 10 | 9.5% |
| **90 - 94** | 5 | 5% | 3 | 3 |
| **80 - 89** | 13 | 12% | 10 | 9.5% |
| **B** | 4 | 4% | 2 | 2 |

**Impact 2017-18** **Reading Comprehension ages**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SATS scaled score** | **Number of students** | **Average Reading Age**  **September 2017** | **Average Reading Age**  **July 2018** | **Average improvement** |
| Below 100 | 43 | 7 years 5 months | 10 years 7 months | 3 years 2 months |
| 95 - 99 | 9 | 8 years 9 months | 11 years 3 months | 2 years 6 months |
| 90 - 94 | 15 | 8 years | 11 years | 3 years |
| 80 - 89 | 10 | 6 years | 9 years 5 months | 3 years 5 months |
| B or N | 6 | 5 years 8 months | 8 years 5 months | 2 years 9 months |