

FOREST WAY SCHOOL

Year 7 Catch-Up Premium

Adopted by Governors September 2012
Last reviewed by Governors: October 2018

Signed: _____
Chair of Governors

Year 7 Catch-Up Premium for Literacy and Numeracy

Background

The School receives funding in February as part of the Government's commitment to provide additional funding to schools for each Year 7 pupil who has not achieved level 4 in reading and/or maths at Key Stage 2 – Year 6. As our pupils do not achieve at these levels due to their special needs, we receive funding for all of our Year 7 students.

This additional funding has been applied to support the teaching and learning of maths and English and hence enable our students to achieve higher outcomes in these core subjects.

The results of applying this additional funding are monitored closely to maximise impact on pupils' outcomes. The details of the analysis are recorded below by year.

Academic Year	Amount of Funding Received	Number of Pupils
2012 – 2013	£7,500	15
2013 – 2014	£7,000	14
2014 – 2015	£7,000	14
2015 – 2016	£8,000	16
2016 – 2017	£10,000	20
2017 – 2018	£8,000	16

2013-14 Analysis

To go up a P level or a National Curriculum sub-level in one year is a big step for pupils with complex learning disabilities and the extra funding and intensive small group tuition has resulted in all Catch-Up 7 pupils making small steps progress on Forest Way baselines.

The year 7 results in Reading show that of the 14 pupils 9 went up a P Level or National Curriculum sub-level, and 1 went up a full National Curriculum level.

In Maths – Using & Applying, 4 pupils went up a P Level or National Curriculum sub-level and 1 pupil went up a full National Curriculum level. In Maths – Number 9 pupils went up a P Level or National Curriculum sub-level. These results are outstanding and show that the Catch-Up 7 funding is having a very positive outcome on the attainment of these pupils.

2014-15 Analysis

All pupils (except one in Maths – Number) went up at least .2 of a P level with many going up .4 of a P level e.g. .4 to .8.

The year 7 results in Reading show that of the 14 pupils, 3 went up a P level. In Maths – Number, 5 pupils went up a P level or National Curriculum sub level. In Maths – Using and Applying, 4 pupils went up a P level or National Curriculum sub level. In Shape, Space and Measures 4 pupils went up a P level or National Curriculum sub level.

Overall the use of this funding to support smaller, intensive groups has resulted in all pupils making good to outstanding progress.

2015-16 Analysis

Results for Year 7 pupils receiving additional financial support in this year show outstanding progress.

All pupils (except one in all aspects of Maths and three in Reading) went up at least .2 of a P level with many going up .4 or more e.g. .4 to .8.

The year 7 results in Reading show that of the 16 pupils, 9 went up a P level or National Curriculum sub level. In Maths – Number, 9 pupils went up a P level or National Curriculum sub level. In Maths – Using and Applying, 6 pupils went up a P level or National Curriculum sub level and in Maths – Shape, Space and Measures, 8 pupils went up a P level or National Curriculum sub level.

2016 -17 Analysis

Year 7 pupils have made outstanding progress this year as demonstrated by their results.

All but three pupils went up at least .2 of a P level in Reading and in all aspects of Maths. Many pupils went up .4 or more of a P level.

The year 7 results in Reading show that of the 20 pupils, 7 went up a P level or National Curriculum sub level. In Maths – Number, the number of pupils going up a level was 10. In Maths – Using & Applying, 11 pupils went up a level and in Maths – Shape, Space & Measures the number going up a P level or National Curriculum sub level was 7.

2017-18 Analysis

The 16 pupils in Year 7 have made outstanding progress as evidenced by their progress with their P Level data.

All pupils have made at least expected progress and a high percentage of which have made above expected progress with their P Levels.

The tables below show that 63% were above expected in reading, 88% in writing and 81% in number (rounding to nearest percentage). This mirrors the data for the whole school in reading but shows a considerable difference in writing and number of 28% and 18% above the whole school figures.

English - Reading		
All		
Above Expected Level	10	62.50%
At Expected Level	6	37.50%
Below Expected Level	0	
TOTAL	16	100%
No prior data	0	0.00%

English - Writing		
All		
Above Expected Level	14	87.50%
At Expected Level	2	12.50%
Below Expected Level	0	
TOTAL	16	100%
No prior data	0	0.00%

Maths - Number		
All		
Above Expected Level	13	81.25%
At Expected Level	3	18.75%
Below Expected Level	0	
TOTAL	16	100%
No prior data	0	0.00%