

Y7 Catch up premium 2016-2017 Review

The school received an additional £500 for each pupil in year 7 who did not achieve at least level 4 in reading and/or maths at the end of KS2.

The school received £9000 to support the 18 students eligible for the Y7 catch up premium in KS3 for the academic year 2016 -2017.

The school have assessed the needs of the students and looked at the ways that they thought were best to use the funding. 10 of the students had PMLD/CLDD including the support of 1:1 HCAs and 8 students had SLD, the students were split between 5 classes.

For the 2016-2017 academic year the premium money was spent on employing a teacher to provide additional individual or small group sessions focused on English and Maths. The teacher worked with individuals or small groups, focusing on specific students each half term, and rotating round to work with all eligible students across the year. Each intervention was a minimum 6 x 30 minute focused session over the course of the year.

Part of the role of the intervention teacher was to focus on identifying the barriers to learning for individual students, identifying motivators and what works well, and identifying actions which were shared with class teams to be implemented across the year.

Due to the nature of the students and their needs involved in the Y7 catch up group the main focus has been on communication and interaction, as for the students this is their biggest barrier to showing their skills and progression

Impact of the interventions:

- All students now have communication profiles which have been shared with all staff working with the students.
- Students barriers to learning identified and shared and interventions put in to place as a result of these.
- Further areas for investigation have also been identified and multi-agency collaborations have been developed to support individual students.

Of the 18 students:

- 79% - made progress in their English
- 46% - made outstanding progress
- 2 students made less than expected progress – but this was due to significant periods of illness
- 1 student has a regressive condition and so their achievements are monitored using alternative ways, but progress has been identified.
- Further specific details available in school.