

Y7 Catch-up Premium Summary

For the 2017/18 academic year Outwood Academy Bydales have identified Y7 Catch-up students from the KS2 SATS of the September 2017 intake.

In 2017/18 academic year, Outwood Academy Bydales expects to receive £3770 Y7 Catch-up premium, based on amount received last year. We have identified a total of 16 Y7 students that did not achieve the expected scaled score of 100 in maths. We identified a total of 39 Y7 students who did not achieve the expected scaled score of 100 in English reading and/or writing.

In 2017/18 academic year, this funding is being used towards Accelerated Reader books, 'TimesTables RockStars', resources for targeted Enrichment, resources for AR Reading Buddies, 1:1 tuition and a proportion of Teaching Assistant salaries.

In 2016/17 academic year, Outwood Academy Bydales received £3774 Y7 Catch-up Premium in March 2017. At the beginning of that year we identified a total of 30 Y7 students who did not achieve the expected scaled score of 100 in either reading or maths in their KS2 SATS in May 2016.

In 2016/17 academic year, this funding was used towards Accelerated Reader books, Passport Maths, 1:1 tuition and a proportion of Teaching Assistant salaries.

The impact and means of assessment for both the 2017/18 and 2016/17 academic years are detailed below in the full report.

Impact of Y7 Catch-up Premium – Academic Year 2017-18

In 2017-2018 we broadly expect to receive in March 2018 the same overall amount of Y7 Catch-up Premium funding as we received in 2016-2017, adjusted to reflect the percentage change in the size of our Y7 cohort, based on the October 2017 census. We received £3774 in March 2017.

We have identified 32 Y7 students who did not reach the expected scaled score of 100 in reading, 29 Y7 students who did not reach the expected scaled score of 100 in writing and 16 Y7 students who did not reach the expected scaled score of 100 in maths. Baseline assessments and analysis of KS2 tests will reveal the areas that students require further support with.

2017-18 Catch-up Interventions

Intervention	Detail
Accelerated Reader Intervention	Accelerated Reader interventions include students being targeted by teaching staff for intervention within the classroom (including reading alone to library staff to improve reading skills and comprehension). These students are also being targeted in VMG literacy AR sessions by VMG staff. Additionally, AR Reading Buddies involves targeted catch up Year 7 students being paired with older

	readers with higher reading ages, who support the catch up students with reading and comprehension. This will be reviewed on a half termly basis.
Reciprocal Reading	Reciprocal Reading refers to an intervention whereby students can develop their reading and comprehension skills. Students will read as a group taking turns and will pause at the end of each page to reflect on what they have read. This gives students the opportunity to summarise, ask questions, clarify and predict what may happen next. This activity is teacher-led however we also try to build independent by training the students taking part to also lead groups. This will be reviewed on a half termly basis.
Targeted Writing Enrichment	Students who did not reach the expected scaled score of 100 in writing will be invited to attend a weekly enrichment session, led by a specialist member of the English department. These sessions will be personalised for the group of students and will measure and assess their progress in writing skills and tasks. This will be reviewed on a half termly basis.
Lexia	When students who have achieved below the expected standard of 100 in reading also have a SEND need relating to literacy, we use Lexia to promote the development of fundamental literacy skills. The programme has five levels and responds to the user to ensure that students are working on areas they struggle with rather than those they have secured.
Times Table Rockstars	Times Table Rockstars is an interactive programme which tests student's multiplication and division ability. Times tables are a fundamental skill in mathematics and underpin so much of the curriculum that securing these is vital to secure progress. Students are tested on their times tables and the programme responds to the user concentrating on tables they have not yet secured through repetition and reinforcement.

Impact of Numeracy Catch-up Premium 2017-18

Impact to be measured and analysed on a termly basis, commencing December 2017.

Impact of Numeracy Catch-up Premium 2016-17

Of the students identified for additional intervention, nine out of the twelve have made progress between comparable Praising Stars cycles. Two of these students are predicted to achieve at least a grade 5 at the end of KS4, four are predicted to achieve the standard pass grades of a 4 and six are predicted to achieve a grade 3 or below. Some of the students will continue to require additional support and intervention in maths.

Impact of Literacy Catch-up Grant 2017-18

Impact to be measured and analysed on a termly basis, commencing December 2017.

Impact of Literacy Catch-up Grant 2016-17

Of the students identified for additional intervention, ten out of the thirteen have seen increased in their reading ages from their initial assessment during Transition Week in the summer of 2016 to scores in the late spring/summer term of 2017. Three students, one of which has additional SEND needs, will continue to require further support and intervention in literacy. All students who came in below the expected score from KS2 are predicted to achieve at least a grade 4 at KS4.

Catch-up Strategy Review

The Literacy and Numeracy Catch-up Strategy will be reviewed in September 2017.

Low Attainer Outcomes at GCSE

In 2016, low ability on intake students, on average, achieved a progress 8 score of +0.73 at GCSE, placing us in the 7th percentile

In 2017, low ability students, on average, achieved a progress 8 score of +0.58 at GCSE.