

## **Y7 Catch-up Premium Summary**

For the 2018/19 academic year Outwood Academy Bydales have identified Y7 Catch-up students from the KS2 SATS of the September 2017 intake.

In 2018/19 academic year, Outwood Academy Bydales expects to receive £5740 Y7 Catch-up premium, based on the amount received last year. We have identified a total of 30 Y7 students who did not achieve the expected scaled score of 100 in maths. We identified a total of 34 Y7 students who did not achieve the expected scaled score of 100 in English reading and/or writing.

In 2018/19 academic year, this funding is being used towards Accelerated Reader books, 'TimesTables RockStars', resources for targeted Enrichment (in reading and writing), resources for AR Reading Buddies, Resources for Reciprocal reading, 1:1 tuition and a proportion of Teaching Assistant and LRC staff salaries.

In 2017/18 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 42 Y7 students who did not achieve the expected scaled score of 100 in reading, writing, or both; and we identified a total of 22 Y7 students who did not achieve the expected scaled score of 100 in maths, in their KS2 SATS in May 2016.

In 2017/18 academic year, this funding was used towards Accelerated Reader books, 'TimesTables RockStars', resources for targeted Enrichment (in reading and writing), resources for AR Reading Buddies, Resources for Reciprocal reading, 1:1 tuition and a proportion of Teaching Assistant and LRC staff salaries.

The impact and means of assessment for both the 2018/19 and 2017/18 academic years are detailed below in the full report.

**Impact of Y7 Catch-up Premium – Academic Year 2018-19**

In 2018-2019 we broadly expect to receive in March 2019 the same overall amount of Y7 Catch-up Premium funding as we received in 2017-2018, 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 29 Y7 students who did not reach the expected scaled score of 100 in reading and 24 Y7 students who did not reach the expected scaled score of 100 in writing (some of these students require Catch Up intervention in both) hence the overall number of students who require English Catch Up provision is 34. We identified 30 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.

**2018-19 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 (based on the results of STAR reader testing, using the Accelerated reader programme).
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 (or supported by an older student/reading buddy) however we also try to build independent by training the students taking part to also lead groups. This will take place during VMG sessions. This will be reviewed on a half-termly basis.
Reciprocal Reading Enrichment	Please see information on Reciprocal reading above. Once a week a member of the LRC staff will run an enrichment Reciprocal reading session for targeted Catch Up students, based on half-termly STAR reader testing results.
Targeted Writing VMG	Students who did not reach the expected scaled score of 100 in writing will be placed in a VMG group, led by an outstanding 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 VMG group will run for the initial term (September – December) to provide immediate

	intervention to secure students’ writing skills as soon as possible in their academic life at Outwood Academy Bydales.
Targeted Writing Enrichment (Learning Leaders)	Following the initial term of VMG intervention (see above). Students who still require further writing intervention in order to secure their English writing skills, will be invited to attend an enrichment session, where identified Catch Up students will be working with older students, or ‘Learning Leaders’, to improve their literacy skills. This will be facilitated by an outstanding member of the English department, who is also an Associate Assistant Principal. The students will be invited to attend intervention sessions on a rota. This will be reviewed following each Praising Stars cycle.
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.
Maths VMG	Students who did not reach the expected scaled score of less than 90 in their Key Stage 2 mathematics assessment will be placed in a VMG group, led by an outstanding member of the maths department. These sessions will be personalised for the group of students and will measure and assess their progress in numeracy skills. This VMG group will run from the Spring term to provide intervention to improve students’ numeracy skills as soon as possible in their academic life at Outwood Academy Bydales.

## Impact of Numeracy Catch-up Grant 2018-19

Impact to be measured and analysed on a termly basis, commencing December 2018.

## Impact of Numeracy Catch-up Grant 2017-18

Of the students identified for additional intervention at the beginning of the academic year who had scaled scores under 100 in their Key Stage 2 mathematics assessments, four students are now predicted to achieve a grade 5 at the end of Key Stage 4. Seven are predicted to achieve the standard pass grades of a 4 and eight are predicted to achieve a grade 3 or below. 13 students are now either on or above target in their prediction for Key Stage 4. Some of the students will continue to require additional support and intervention in maths. This will be via TimesTable Rockstars in VMG time and classroom intervention by the class teacher.

## Impact of Numeracy Catch-up Grant 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. 3 students from Y7 (2016-17) had not made expected progress by the end of the academic year. As a result, they received intervention in maths lessons in the academic year 2017-18. At the end of the 2017-18 academic year only 2 students still needed to continue with intervention in 2018-19.

## Impact of Literacy Catch-up Grant 2018-19

Impact to be measured and analysed on a termly basis, commencing December 2018.

## Impact of Literacy Catch-up Grant 2017-18

Initially, upon intake, there were 55 students who were below expected standard, based on teacher assessment. Following PSI (after 6 weeks) this was the progress:

### **PSI:**

Out of all 55 students:

26 students predicted Grade 4+ (47% of 55 G4+)

4 students = predicted Grade 5+ (7% of 55 G5+)

3 students = Target grades of 2 or 3

3 students targeted G2 or G3 = on target

Out of 52 students who have a target of a G4+

### **Headline figures for students (below expected ability on intake) for PSI:**

47% of below expected students = G4+

7% of below expected students = G5+

26 students predicted a grade 4+ ( 50% of 52 G4+)
students predicted a Grade 5+ ( 8% of 52 G5+)

Following PS6 (at the end of the academic year) this was the progress:

**PS6:**

Out of all 55 students:

50 students predicted Grade 4+ (91% of 55 G4+) : 44% increase from PS1

31 students =predicted Grade 5+ (56% of 55 G5+) : 49% increase from PS1

3 students = Target grades of 2 or 3

2 students targeted G3 = 1 on target, 1 above target

1 student targeted G2 = above target

Out of 52 students who have a target of a G4+

48 students predicted a grade 4+ ( 92% of 52 G4+) : 42% increase from PS1

30 students predicted a Grade 5+ (58% of 52 G5+) : 50% increase from PS1

**Headline figures for students (below expected ability on intake) for PS6:**

91% of below expected students = G4+
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56% of below expected students =G5+
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5 students NOT predicted a G4+ = Need Y8 intervention
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3% of cohort remain in need of further intervention to ‘Catch Up’ to expected standard in Year 8 (to achieve a Grade 4 or above).

Of these students, one is predicted a Grade 3, and targeted a Grade 3, therefore there are only 2% of the cohort who are below expected standard (Grade 4) and below their target.

These students will be taught by the Second in Department, who is an Associate Assistant Principal with responsibility for Catch up and Intervention across the whole academy. They will have intervention stated in each of their Praising Stars cycles, until they achieve expected standard.

**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 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, therefore they are predicted to achieve the expected standard in English at GCSE.

**Catch-up Strategy Review**

The Literacy and Numeracy Catch-up Strategy will be reviewed in September 2019.

### **Low Attainer Outcomes**

In 2016, low ability on intake students, on average, achieved a progress 8 score of +0.73 at GCSE.

In 2017, low ability on intake students, on average, achieved a progress 8 score of +0.56 at GCSE.

In 2018, low ability intake students, on average, achieved a progress 8 score of +0.88 at GCSE.