

# The Catch-up Premium at FCHS



## What is Catch up Premium?

Each year, the government allocates funding to support pupils in state-funded schools who did not reach the expected standard in reading and/or mathematics or both at Key Stage 2. This funding aims to help these students to 'catch up' with their peers during their first year in the school.

## GCSE Results 2018

We are delighted with the success of the students in last year's Year 11 who achieved a great deal of success in their English and Maths GCSEs in the summer.

**English:** Of the eight students who were eligible for catch-up funding in English, five students scored a Grade 4 in at least one of their English subjects and three students scored a Grade 5 in at least one of their English subjects.

**Maths:** Of the six students who were eligible for catch-up funding in Maths, five students scored a Grade 3.

## Catch up Premium at FCHS

Prior to 2017-18, students were eligible for £500 catch-up premium if their KS2 SATs scores in English reading or Maths or both were below Level 4. From 2017-18, the funding was changed and it was allocated to schools on the basis that they receive the same overall amount of year 7 catch-up premium funding they received in the previous year, adjusted for the number of students in the cohort. This was regardless of the numbers of students who did not reach the expected standards. The overall amount received in the last three years was as follows:

2016-17: £6500  
2017-18: £6,610  
2018-19: £6,500

## How the funding was allocated in 2017-18

The strategies employed during the last academic year include:

- Small group teaching
- Withdrawal for 1-2-1 support
- Maths mentoring
- Literacy intervention
- Sound training
- Bedrock programme
- Teaching Assistant Support
- Homework Club

# What was the impact?

The effect the expenditure had on the attainment of pupils at the school for whom it was allocated is as follows:

## **Catch-up students - English**

There are 17 students who came into Year 7 below a score of '100' for English Reading. Of these, 3 students scored below '90' and so were given a Minimum Performance Grade of 'Foundation'. 14 of these students scored between 91 and 99 and were given a Minimum Performance Grade of 'Developing'. In the Summer data pick up, the English Reading data showed the following:

### **Minimum Expected Performance Grade of Foundation – 3 students**

- **1 student** was given an end of Year 7 performance grade of '**Developing**' so is currently making good progress. This student is aiming to be on track to move to 'meeting' by the end of Year 8. If monitoring undertaken by the KS3 Coordinator identifies any student as being at risk of not meeting this expectation in the first data pick up of the year, he will be targeted for small group tuition.
- **1 student** was given an end of Year 7 performance grade of '**Meeting**' so is making excellent progress. No further intervention is required at this stage.
- **1 student** was given an end of Year 7 performance grade of '**Foundation**' and will continue to receive intervention.

### **Minimum Expected Performance Grade of Developing – 14 students**

- 1 student was given an end of Year 7 performance grade of '**Exceeding**' so is making excellent progress.
- 5 students were given an end of Year 7 performance grade of '**Meeting**' so are making strong progress. No further intervention is required at this stage but in-class support will continue. They will continue to be monitored in Year 8 to ensure that this performance is sustained.
- 7 students were given an end of Year 7 performance grade of '**Developing**'. All staff who teach these students are aware of the need to accelerate their progress and have implemented in-class interventions, the impact of which is being monitored on a half termly basis. Of the 7 students, some have improved within this band and they are now borderline for 'meeting'. The remaining students will be targeted for small group tuition to accelerate their progress in the Autumn term and will continue to be monitored closely in Year 8 by the KS3 Co-ordinator to support them to move to 'meeting'.
- 1 student was given an end of Year 7 performance grade of '**Foundation**' so will receive intensive intervention in the Autumn term of Year 8 and the impact measured on a half termly basis with the aim of him moving to 'developing' by Christmas and to 'meeting' by the summer.

## **Catch-up students – Maths**

There were 17 students who came into Year 7 below a score of '100' for Maths. Of these, 1 student scored below '90' and so was given a Minimum Performance Grade of 'Foundation'. 16 of these students scored between 91 and 99 and were given a Minimum Performance Grade of 'Developing'. In the Summer data pick up, the Maths data showed the following:

### **Minimum Expected Performance Grade of Foundation – 1 student**

- **1 student** was given an end of Year 7 performance grade of '**Developing**' so is currently making good progress. This student is aiming to be on track to move to 'meeting' by the end of Year 8. If monitoring undertaken by the KS3 Coordinator identifies any student as being at risk of not meeting this expectation in the first data pick up of the year, he will be targeted for small group tuition.

## **Minimum Expected Performance Grade of Developing – 16 students**

- 7 students were given an end of Year 7 performance grade of **'Meeting'** so are making strong progress. No further intervention is required at this stage but in-class support will continue. They will continue to be monitored in Year 8 to ensure that this performance is sustained.
- 6 students were given an end of Year 7 performance grade of **'Developing'** which means that their performance has been sustained within their band on entry but they have not made enough progress to be 'meeting' expectations yet. All staff who teach these students are aware of the need to accelerate their progress and have implemented in-class interventions, the impact of which is being monitored on a half termly basis. Of the 7 students, some have improved within this band and they are now borderline for 'meeting'. The remaining students will be targeted for small group tuition to accelerate their progress in the Autumn term and will continue to be monitored closely in Year 8 by the KS3 Coordinator to support them to move to 'meeting'.
- 2 students were given an end of Year 7 performance grade of **'Foundation'** so will receive intensive intervention in the Autumn term of Year 8 and the impact measured on a half termly basis with the aim of him moving to 'developing' by Christmas and to 'meeting' by the summer.
- 1 student was new to the school at the latter end of Y7.

## **How was the impact was assessed?**

Attainment was measured through teacher assessment performance grade; however, since there are only 4 performance grades, the change in their level within the performance grade was also assessed.

Monitoring takes place with respect to completion of homework, resilience, preparation for lessons, contribution to class discussion, work rate during lessons, behaviour for learning, confidence, retention of topics and the ability to make links between topics.

## **Our plans for 2018-19**

It is intended that alongside the interventions of last year, there will be a greater focus on:

- **1-2-1 and small group tuition**
- **Targeted in-class support**
- **More targeted use of TAs to support 'catch-up' students in lessons**
- **Paired reading with Literacy Leaders**
- **Maths support with 6<sup>th</sup> form Maths prefects**
- **Sound Training**
- **Bedrock Reading Tool**
- **PiXL Unlock**
- **Extended use of Homework Club**
- **Provision of summer work to support catch up between Y7 and Y8**

Other interventions will be implemented over the course of the year to meet the needs of the target group.