



**Impact: Catch-Up Funding Cohort 2017-18**

**Maths Cohort - students who achieved a mean scaled score in SATs of 89 or below**

Surname Forename	Gender	% Attendance	Pupil Premium Indicator	KS2: Average Fine Level	KS2 High-Mid-Low	Target	Current Grade	Current vs. Tolerance
AZ	M	97.3	Y	86.67	Low	0.3	0.3	0
HZ	M	96.2		90	Low	0.3	0.2	-0.1
SB	F	100		88	Low	0.3	0.3	0
YMI	M	93.8		87.33	Low	0.3	0.2	-0.1
ZK	M	95	Y	82.33	Low	0.3	0.2	-0.1
AK	F	93.8	Y	89	Low	0.3	0.3	0
YM	M	93.5		88.33	Low	0.3	0.4	0.1
AM	M	90.8		88.33	Low	0.3	0.3	0
MR	M	91.5	Y	90	Low	0.3	0.2	-0.1
US	M	92.3	Y	89	Low	0.3	0.3	0
MU	M	95.7	Y	90	Low	0.3	0.3	0

All students accessed the mastery programme led by one of the Lead Practitioners, with materials differentiated to meet their needs and ensure they gain ground swiftly from their low starting points. Of the 11 maths catch-up students, 7 students were on track to meeting their aspirational targets by the end of the year with 4 students slightly below.

**Recommendations for 2018/19:**

- Key students continue on the mastery programme, accessing differentiated materials that secure basic mathematical concepts and principles
- Maths Lead Practitioners to continue to develop the mastery principles throughout KS3 to ensure building blocks are in place to ensure acceleration of progress
- In-department monitoring and interventions
- Students monitored via the Sol tracker and incentivised attendance strategy
- Personalised input and support to be offered students via the SENCO and LD team

## Catch-Up Funding Cohort 2017-18

### Reading Cohort - students who achieved a mean scaled score in SATs of 89 or below

Surname Forename	Gender	SEN Status	% Attendance	KS2 High-Mid-Low	Target	Current Grade	Current vs. Tolerance
HA	M	K	88.8	Low	1	0.3	-0.7
NA	F	N	100	Low	0.3	2.2	1.9
AA	M	K	97.3	Low	1	0.3	-0.7
HDZ	M	N	96.2	Low	0.3	0.8	0.5
SB	F	K	100	Low	1	0.8	-0.2
TB	M	E	97.7	Low	0.3	0.6	0.3
HI	F	N	98.4	Mid	0.3	2.5	2.2
YMI	M	K	93.8	Low	0.3	1.5	1.2
HK	M	K	95.3	Low	0.3	1.8	1.5
TK	M	N	94.6	Low	0.3	2	1.7
ZK	M	K	95	Low	0.7	0.5	-0.2
NK	M	N	91.2	Low	0.3	1	0.7
YM	M	K	93.5	Low	1	0.7	-0.3
AM	M	K	93.5	Low	1	0.4	-0.6
MM	M	N	84.9	Mid	0.3	1.2	0.9
AAM	M	K	90.8	Low	1	0.4	-0.6
YN	M	E	84.6	Low	0.3	1	0.7
MR	M	E	91.5	Low	1	0.6	-0.4
AS	F	K	98.5	Mid	0.3	1.7	1.4
US	M	K	92.3	Low	1	0.6	-0.4
MU	M	K	95.7	Low	1	0.7	-0.3

All students accessed the reciprocal reading programme along with the Accelerated Reader programme timetabled on a weekly basis, involving targeted reading and quizzing. Lead Practitioners in English have developed differentiated materials to meet their needs, and over the course of 2018/19 will explore English Mastery. Of the 21 maths catch-up students, 6 students were on track to exceeding their aspirational target by the end of the year, with 5 students on track and 10 slightly below.

#### Recommendations for 2018/19

- Key students continue to access the Accelerated Reader programme on a weekly basis, as well as differentiated materials to secure their progress
- In-department monitoring and interventions
- Students monitored via the Sol tracker and incentivised attendance strategy
- Personalised input and support to be offered students via the SENCO and LD team
- Students to be involved in trips and extra-curricular experiences to broaden their understanding of the wider community and world, and to embed contextual reference points that inform reading

## EAL Catch-Up Students

All EAL students accessed the reciprocal reading strategy as part of their English lessons, along with weekly Accelerated Reader lessons tailored to their Zone of Proximal Development and baseline reading literacy. Students received intensive EAL support, input and intervention from a specialist EAL teacher through withdrawal and in-lesson support. Interventions followed rigorous testing to identify key literacy skills which were then monitored and measured with further interventions.

<b>EAL Catch-Up Student</b>	<b>Grade in entry assessment</b>	<b>Intervention</b>	<b>Impact</b>	<b>Further support in Yr8</b>
SS	0.3	In-lesson support with language interventions in English and science (FT and RD), placed in higher set.	0.8	Continued monitoring and support through literacy programmes.
LO	0.3	Language interventions (FT, FBC, AG), as well as small group support.	0.8	Continued monitoring and support through literacy programmes.
LB	-0.3	Attendance interventions and monitoring, as well as intensive intervention (FT). LD lessons utilised for EAL support and provision.	0.3	Continued literacy support. Attendance to be closely monitored in Yr8.
VC	0.3	First term intensive intervention in lessons, with gradual withdrawal of support to encourage independence.	0.8	Attendance to be closely monitored in Yr8. Continued support with literacy programmes.
SD	0.3	First term intensive intervention in lessons, with gradual withdrawal of support to encourage independence. Behaviour monitoring around truancy with home-school contact. Reduced timetable introduced.	0.6	Continued support with behaviour and aspirations, as well as communication with family. Continued support through literacy programmes.
NF	0.3	First term intensive intervention, but left Academy.	Unknown	
VH	0.5	Intensive intervention (FT) through LD lessons for EAL support and provision. Individual support and intervention with FT to accelerate progress in the last term.	1.2	Monitor sets and raise aspirations. Continued support via literacy programmes.