

Catch Up Premium Interim Report – March 2020

What is the Catch Up Premium funding?

Prior to the removal of National Curriculum levels (September 2015) the Government allocated £500 per student to those arriving in Year 7 who did not achieve Level 4 in reading and/or mathematics. Since then schools have received annual funding each year to tackle the issue of students not reaching the required standard in reading or maths but this is adjusted annually to reflect the percentage change in the size of the Year 7 cohort.

The Ripley Academy Received £12,266 based upon the average percentage of students in need of support to catch-up based on our 2018 Year 7 Cohort.

1 – 9 GCSE equivalents (– emerging / + greater depth)

ARE – Age Related Expectation = Grade 1

P1-P2 Equivalent to Entry Level 1-2

P3-5 Equivalent to Entry Level 3

How the funding is allocated?

Strategy	Time	Annual Cost	Students	Impact
Numeracy Catch Up	Reduced class size and additional numeracy lesson per week	£4965	19 students	53% of students (10) are currently working at or above ARE (grade 1)
Buddy Reading	3 x 20 minutes per week	£1144	18	11 students achieved or exceeded ARE. 5 made progress but did not achieved grade 1. Two students achieved ARE and then fell below and one student made no progress and will be assessed for SEN.
Hackney Lit programme	2 hours per week for small group of students delivered by a teaching assistant	£5535	13 students	75% of students (8) are currently working at or above ARE (grade 1)
TA Support in English lessons	4 hours per week	£2238	34 students	56% (19) of students working at or above ARE. Transfer of skills to lessons and confidence to participate in class reading activities.

Total		£13,882	Literacy <ul style="list-style-type: none"> • Of 34 students 56% achieved Aged Related Expectations of Grade 1 Numeracy <ul style="list-style-type: none"> • Of 19 students 53 % achieved Aged Related Expectations of Grade 1
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Rationale

Students achieving a score below 100 in their KS2 SAT equivalent to 1- (an emerging GCSE grade 1) in mathematics had a reduced class size and additional lesson of numeracy each week.

Students achieving a score below 100 in their KS2 SAT equivalent to 1- (an emerging GCSE grade 1) English were tested using Access Reading Test interactive.

Students with a KS2 SATS score below 100 and with a standardized reading age of below 9 years 6 months have participated in buddy reading.

Tracking

A combination of the Access Reading Test (interactive) is used to measure progress in Reading alongside assessment of progress in English lessons and a 'number-age test' was used in numeracy, alongside assessment of progress in mathematics lessons.

Outcomes

Literacy

Of the 34 students who enter the school with a below average SAT score of below 100, 56% have already achieved Aged Related Expectations of Grade 1. A further 24% are working within 1 sub level of ARE (Grade 1-) and therefore are expected to achieve ARE within the next term. Of the remaining 20% all students have made progress since September but are not yet working at ARE.

Numeracy

Of 19 students who entered the school with a below average SAT score (under 100) 53% are now working at or above ARE (grade p1). A further 16% is within sub-level of achieving Aged Related Expectations of Grade 1 by the end of the school year.

100% of students have made progress since the start of the school year.

Future Actions

Maths

- More individual intervention for mathematics to master basic skills using a personalized approach.
- Overlearning, mastery and interleaving opportunities for pupils with lower prior attainment to prevent falling levels on transition.

Literacy

- Hackney Lit and Buddy Reading programme to begin in September rather than allowing students time to settle into secondary school