



The Department for Education has made additional funds available for improving the progress and attainment of pupils in Year 7, who start their secondary education below age-related expectations. In previous years this funding was targeted at pupils who achieved a level 3 in their Key Stage 2 SATS. Since the abolition of national curriculum levels, individual schools have been left to target the pupils who require the support generated by this additional funding. Ripley St Thomas has identified this cohort as pupils who achieved an average Standard Aged Score across the Key Stage 2 SATS under 95. The funds have been primarily used to improve progress and attainment in English and Maths.

The same amount of funding as 2017/2018 was granted.

The overarching aim was to identify and close the barriers to learning which are limiting the progress made by pupils with low prior attainment in literacy and numeracy.

Year 7 Catch-Up Premium 2017-2018	
Total number of pupils on roll in Year 7	269
Total number of pupils identified for intervention	17
Total amount of Year 7 Catch-Up Grant to be received	£6,000

At the start of year 7, all pupils complete a series of diagnostic tests namely Progress Towards English (PTE), Progress Towards Maths (PTM), and New Group Reading Test (NGRT). These tests, along with additional screening completed for a small cohort of pupils, help us to identify the barriers to learning and implement targeted intervention.

Author: H Best – Assistant Principal

Date: November 2019

Summary of Spending in the Academic Year 2018-2019

English

- To promote fluency in reading and literacy through the use of the LEXIA programme during English lessons, and the Accelerated Reader programme during lessons dedicated to reading
- To create an additional English group to support the progress/attainment of pupils with low prior attainment, through the delivery of a bespoke scheme of learning.
- For small groups/individuals to receive additional support with the dedicated Literacy coordinator

Maths

- To allow pupils follow a differentiated scheme of learning that has a greater focus on the foundations of mathematics which have not been mastered by the end of primary school
- To provide additional staffing in 7T5 and 7J5 classes between September and April. Class teacher, with the support and guidance of the Assistant Subject Leader, directed the additional staff to work with specific groups and individuals to target development areas
- To purchase resources and staffing to deliver the Power of 2 programme during registration time
- To purchase Times Table Rockstars to promote fluency in the times tables

Other

- To provide opportunities for pupils with low prior attainment to access a differentiated curriculum by accessing support through Learning Support, or by the Bridge Manager.
- To provide the resources required to run and deliver the Year 7 Summer School. The Summer School was targeted as pupils who are in receipt of the Pupil Premium and low prior attaining students.

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Impact of Spending in the Academic Year 2017-18

English

Pupils sat the 'NGRT' tests in September 2017 and again in July 2018. The following conclusions in regards to progress were reported:

	Much Lower than Expected Progress	Lower than Expected Progress	Expected Progress	Higher than Expected Progress	Much Higher than Expected Progress
Number of Pupils	3	2	8	3	

Of the 17 pupils, 5 pupils have achieved a SAS in line with age-related expectations. The remaining pupils remain 'at risk' and intervention will continue into Year 8.

Pupils sat the 'PTE' tests in September 2017 and again in July 2018. The following conclusions in regards to progress were reported:

	Much Lower than Expected Progress	Lower than Expected Progress	Expected Progress	Higher than Expected Progress	Much Higher than Expected Progress
Number of Pupils	4	5	7		

Of the 17 pupils, 1 pupil has achieved a SAS in line with age-related expectations. The remaining pupils remain 'at risk' and intervention will continue into Year 8.

Maths

Pupils say the 'Progress Towards Maths' tests in September 2017 and again in July 2018. The following conclusions in regards to progress were reported:

	Much Lower than Expected Progress	Lower than Expected Progress	Expected Progress	Higher than Expected Progress	Much Higher than Expected Progress
Number of Pupils	2	2	8	3	1

Of the 17 pupils, 2 pupils have achieved a SAS in line with age-related expectations. The remaining pupils remain 'at risk' and intervention will continue into Year 8.

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