

Allocation of Catch Up Premium 2016/2017

In the academic year 2016/2017 we have had 111 students join us who did not achieve the expected standard in reading or mathematics at the end of Key Stage 2 (KS2).

Following a change in assessment methods and criteria, this represents a 350% increase in the number in 2015/16. Whilst our intake is lower in ability this year (especially in English) we have decided to allocated our funding and organise our provision as we have previously done with considerable success.

We anticipate that we will receive £15,000 in Catch Up Funding for the year. £10,000 will support our Purple Pathway Provision and £5,000 will support work done by HLTA/TAs and our student support team in Mainstream mathematics and English lessons. Our student support team also offer bespoke EAL support and accelerated language acquisition interventions (e.g. Rapid Plus and Linguascope one-one and small group work).

Purple Pathway

At Maiden Erlegh School we use the majority of our Catch Up Premium funding to provide small group teaching via our Purple Pathway provision.

Purple Pathway is a booster pathway whereby students are taught in small groups (no more than 12 students) for English, mathematics and humanities. They do not learn an additional language. We use humanities and MFL lessons to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy. The aim of the Purple Pathway is to:

- a) Ensure students make at least expected progress wherever possible;
- b) To cover a basic humanities awareness programme through topic based work;
- c) To enable these students to access mainstream KS4 pathways in Year 9. This course runs in Year 7 and Year 8.

Ahead of transition we worked closely with our feeder primary schools to identify children they felt would be most likely to benefit from this provision. We re-assessed our lists once we had the Key Stage 2 scores.

In September 2016 we have allocated 22 of the 111 new Year 7 students who require catch up boosts to the Purple Pathway. These are the children who have been identified by their primary teachers and/or their Key Stage 2 numerical scores as being most likely to benefit from the small group provision.

Mainstream Provision

In September 2016 we have 98 of the 139 Catch Up students being taught mainstream.

Where the Catch Up children are taught in mainstream they are closely monitored and supported. Data is collected half termly and is scrutinised as part of our Standards Strategy by both subject and pastoral leaders. As a result, we are able to intervene with any children at risk of not making expected progress.

Mathematics

- We set students from the start of Year 7 based on their KS2 scores. As a result, all of the non-Purple Pathway Catch-Up students are in lower ability sets. These are smaller groups with TAs and with HLTA support where possible.
- The mathematics department review the Catch-Up students as a specific cohort half termly and will intervene if necessary to ensure students are making maximum progress.

English

- During their Year 7 taster day, all new students have their spelling and reading ages tested. This allows us to prioritise students for extra reading interventions. Any Catch Up students who are neither Purple Pathway nor benefiting from toe-by-toe or Rapid-Plus (EAL intervention) will be monitored by the English Department and where necessary will benefit from departmental intervention tailored to their individual need.
- The English department review the Catch-Up students as a specific cohort half termly and will intervene if necessary to ensure students are making maximum progress.

Cross-curricular provision

As part of our whole school Basic Skills Strategy, we ask teachers across the curriculum to emphasise literacy and numeracy when they form part of their teaching and learning.

All teachers know their Y7 Catch Up students in Year 7 and Year 8 and are asked to be very aware of supporting them and emphasising basic skills.

Staff are directed to ensure that they know the starting points of students and, in doing so can identify Lower prior attainment students (LAP) and differentiate provision accordingly.

Interventions might include:

- Toe-by-Toe reading scheme
- Rapid-Plus scheme
- Linguascope (for students with EAL barriers to learning)
- Reading with Student mentor
- Appointment support with teacher, HLTA or student support
- Individual support at homework club
- Direction to maths or science drop-in sessions
- Provision of additional books and equipment if necessary
- Reading University Students in Schools support