

Pimlico Academy - Year 7 Catch Up Premium Provision 2018

Funding for this is unconfirmed for 2018-19. In spite of this we still have a number of pupils who are working significantly below expectation and have huge gaps so we are still providing a programme and allocating resources to help them catch up.

Year 7 Context

Year	Roll	PP	EAL	KS2 Average Scaled	CATs Range and Mean
2018	215	59.7%	45.7	104.3	78-136, mean 101
2017	215	58.5%	49.8%	103.4	70-137, mean 103
2016	199	60.3%	39.9%	102.6	78-133, mean 102

Catch-up Premium profiles	2016-17	2017-18	2018-19
Total number of year 7 students	199	215	216
Number of students eligible	19	19	19
Percentage of students eligible	9.5%	8.8%	8.8%
Average Scaled score (all students)	102.6	103.4	104.3
English catch-up average scaled score	90.2	95.0	93.0
Maths catch-up average scaled score	83.0	90.5	86.7

In the academic year 2015-16 and earlier, the catch-up premium was awarded to those not achieving level 4 in English, maths or both. From 2016-17, the KS2 assessment system changed, with outcomes measured using a scaled score. A pupil's scaled score is based on their raw score (total number of marks a pupil scores in a test) and from this a scaled score is calculated to allow for comparison. A scaled score of 100 will always represent the expected standard on the test. Pupils scoring 100 or more will have met the expected standard, those below are deemed not to have met the expected standard. The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 pupils who did not achieve the expected standard in reading or maths at the end of KS2. As a comparison between the two assessment systems is not possible, the Government agreed to match funding which would be equivalent to £500 for each pupil. It is expected that the same level of funding will be received this year but nothing is confirmed.

Funding

Catch-up Premium	Amount
2015/16	£10,000
2017/18	£10,000
2018/19	Unknown

Year 7 Catch Up Premium Funding Plan 2018-19

Actions Summary	Who	Timescale	Cost	Intended Impact
<p>Boost curriculum</p> <ul style="list-style-type: none"> Progress Test data and QLA from KS2 to be collated and used to identify needs of students. Support from English and Maths department for the development and use of resources for pre-teaching. Maths mastery training for inclusion department. Curriculum plan for the year 3 periods numeracy withdrawal lessons 3 periods literacy withdrawal lessons Period 7 (extended day) two periods for H-L support 	<p>EHD NBA RME GAU</p>	<p>All year</p>	<p>Proportional of salaries related to staff involved.</p>	<p>Under instruction of the Maths and English department, common areas of weakness identified from Progress Tests will be the focus of withdrawal lessons to catch up the necessary literacy and numeracy skills to improve access to the Pimlico Curriculum.</p>
<p>Reading mentors</p> <ul style="list-style-type: none"> Following findings from CATs and Progress Tests in English, any of the pupils eligible for catch-up funding will receive a Post 16 reading mentor. Reading mentors will be trained arranged by MRV in reading strategies and material will be provided for the mentors to use. Purchase of a bank of books targeted at lower reading levels and for reluctant readers and replenish tutor based book boxes. These will be used to support intervention with reading mentors 	<p>MRV</p>	<p>All year</p>	<p>Proportional of salaries related to staff involved. £250 for appropriate level reading books.</p>	<ul style="list-style-type: none"> Improved confidence in reading Increase the basic vocabulary Reading age increase towards chronological years Improved accessibility to texts related to Pimlico Curriculum and engagement in all lessons GL assessment reading test to measure impact

<p>Intervention and support in lessons</p> <ul style="list-style-type: none"> • TAs allocated to lessons of catch up premium students • Timetable of TA support to be formed, reviewed and agreed by SENCO • Catch up premium students form targeted group set up on powerBi forming an analysis tool of the impact of all interventions • Ongoing monitoring in lessons through learning walks and book looks by year team and post holders in subject areas • Y7 Review weeks requesting progress made by catch up premium student from subject teachers and year team. Action to be put in place. • Tas to report on the progress of students as part of ongoing monitoring and review week. 	<p>TAs as allocated</p>	<p>All year</p>	<p>Proportional of salaries related to staff involved.</p>	<ul style="list-style-type: none"> • TAs to work with individual students and support teacher in the deployment and development of resources used to deliver the curriculum • Increased engagement in lessons
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