

**Mary Elliot School: Year 7 Catch-up premium**

The Year 7 catch-up premium was first allocated to students in 2012-13. This Premium is allocated to local authorities and delegated to schools during the summer term. The premium is focussed on students not achieving the nationally identified 'normal' levels of student attainment. Our allocation is:

**2017/18**

£4000 (approx.)

**2016/17**

£7,500

**2015/16**

£6,500

Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable students. The targeted and strategic use of the premium will support us in achieving our vision.

**Principles**

1. We ensure that teaching and learning opportunities meet the needs of all of the students
2. We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of students are adequately assessed and addressed
3. In making provision for students, we recognise that no Mary Elliot students will make the nationally expected progress.
4. We allocate the funding to support any student or groups of students the school has legitimately identified as not making nationally expected progress.
5. Catch-up premium funding is allocated according to need which will identify priority classes, groups or individuals. Limited funding and resources means that not all children will be in receipt of the premium / interventions at one time

**Provision**

The range of provision the Governors consider making for this group could include:

- Providing small group work with an experienced staff member focussed on overcoming gaps in learning
- Providing quality transition activities to reduce the 'gap' in provision between Yr6 and Yr7
- 1-1 support

- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- All our work through the premium will be aimed at accelerating progress and improving social opportunities. Initially this will be in transition, communication, English, maths and life skills/ independence.
- Premium resources may also be used to target able children on Free School Meals.

#### Reporting

- It will be the responsibility of the Head teacher, or a delegated member of staff, to produce regular reports for the Governing Body
- the progress made towards narrowing the gap, by year group, for socially disadvantaged students
- an outline of the provision that was made since the last meeting
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support
- The Governors of the school will ensure that there is an annual statement to parents on how the Premium funding has been used to address the issue of 'narrowing the gap', for students unable to attain the nationally expected levels of progress. This task will be carried out within the requirements published by the Department for Education and will appear on our school website

#### Appeal

Any appeals against this policy will be through the governor's complaints procedure

#### **Catch up Premium Report for 2017-18**

Amount-Our allocation for Catch-up Premium 2017-2018 is £4000 (approx.)

Expenditure- All students in Yr6 Feeder schools have a focussed transition programme based on whole school curriculum learning (RE: The Search for Guru Nanak). This expenditure is also used for more Read/Write Inc. resources to support the student's progress in reading and phonics.

Impact-Students know the school upon transition to Yr7; staff have good understanding of the additional learning needs of students. Students will be able to improve their basic skills in literacy and numeracy by using concrete resources for abstract concepts.

Sustainability- Mary Elliot School develops strong staff links which results in quality joint working with students and staff in all feeder schools to improve the transition experience of all students. The RWI equipment is well looked after and stored securely.

### Catch up Premium Report for 2016-17

Amount-Our allocation for Catch-up Premium 2016-2017 was £ 7,500

Expenditure- All students in Yr6 Feeder schools took part in a focussed transition programme based on whole school curriculum learning (RE: The Search for Guru Nanak). This sum was also used for Read/Write Inc. resources to support the student's progress in reading and phonics.

Sustainability- Mary Elliot School develops strong staff links which results in quality joint working with students and staff in all feeder schools to improve the transition experience of all students. The RWI equipment is well looked after and stored securely.

### Catch up Premium Report for 2015-16

Amount-Our allocation for Catch-up Premium 2015-2016 was £ 6,500

Expenditure-This expenditure was used for additional speech and language and behaviour support to support students in their learning. Focussed 1.1 teaching sessions for Literacy and numeracy targeted individual learning needs

Impact- Students improved their basic skills in communication expressive and receptive language, to improve their behaviour for learning.

Sustainability- The skill set that the students have developed they will take with them into the future.

### P Scale Data - Current Year 7 (September 2017 Intake)

End of key stage targets set		
	Working below P4	Working P4 & above
KS3	1 sub level	1 level
End of Year 7	33% of 1 sub level	33% of 1 level

These are aspirational whole-school targets are based on key stage and starting point – they are not currently set for each student individually.

Whole school target: 75% of students to be making at least Good progress by meeting their targeted end of year increase in P level.

*(NB this is slightly lower than other progress measures to reflect that targets represent the school as a whole and are not individually set).*

### **P Scales | English Listening/Receptive Communication**

<b>Pupil No.</b>	<b>Year 7 Sep 17</b>	<b>Year 7 July 18</b>
1	P4 + 0%	P4 + 17%
2	P3(ii) + 0%	P6 + 0%
3	P3(ii) + 0%	P3(ii) + 17%

4	P1(ii) + 0%	P1(ii) + 25%
5	P7 + 0%	P7 + 22%
6	P5 + 0%	P5 + 33%
7	P5 + 0%	P5 + 33%
8	P3(ii) + 0%	P3(ii) + 50%

50% of students making Good progress. This is 12% lower than KS3 overall.

### **P Scales | English Reading**

<b>Pupil No.</b>	<b>Year 7 Sep 17</b>	<b>Year 7 July 18</b>
1	P4 + 0%	P4 + 11%
2	P3(ii) + 0%	P5 + 50%
3	P3(ii) + 0%	P3(ii) + 33%
4	P1(ii) + 0%	P1(ii) + 17%
5	P7 + 0%	P7 + 25%
6	P6 + 0%	P6 + 33%
7	P5 + 0%	P5 + 50%
8	P3(ii) + 0%	P3(ii) + 67%

63% of students making Good progress. This is 9% lower than KS3 overall.

### **P Scales | English Speaking/Expressive Communication**

<b>Pupil No.</b>	<b>Year 7 Sep 17</b>	<b>Year 7 July 18</b>
1	P4 + 0%	P4 + 8%
2	P3(ii) + 0%	P3(ii) + 0%
3	P3(ii) + 0%	P3(ii) + 17%
4	P1(ii) + 0%	P1(ii) + 25%
5	P7 + 0%	P7 + 13%
6	P5 + 0%	P5 + 44%

7	P5 + 0%	P5 + 33%
8	P3(ii) + 0%	P3(ii) + 67%

38% of students making Good progress. This is 2% higher than KS3 overall.

### **P Scales | English Writing**

<b>Pupil No.</b>	<b>Year 7 Sep 17</b>	<b>Year 7 July 18</b>
1	P4 + 0%	P5 + 0%
2	P4 + 0%	P5 + 0%
3	P3(ii) + 0%	P3(ii) + 33%
4	P1(ii) + 0%	P1(ii) + 8%
5	P5 + 67%	P6 + 33%
6	P6 + 0%	P6 + 67%
7	P4 + 0%	P4 + 50%
8	P3(ii) + 0%	P4 + 33%

88% of students making Good progress. This is 11% higher than KS3 overall.

### **P Scales | Mathematics: Number**

<b>Pupil No.</b>	<b>Year 7 Sep 17</b>	<b>Year 7 July 18</b>
1	P4 + 0%	P4 + 11%
2	P3(i) + 0%	P5 + 33%
3	P3(ii) + 0%	P3(ii) + 33%
4	P1(ii) + 0%	P1(ii) + 50%
5	P7 + 0%	P7 + 5%
6	P5 + 0%	P5 + 33%
7	P3(ii) + 0%	P3(ii) + 33%
8	P5 + 33%	P6 + 0%

75% of students making Good progress. This is 8% higher than KS3 overall.

### **P Scales | Mathematics: Space, Shape & Measures**

<b>Pupil No.</b>	<b>Year 7 Sep 17</b>	<b>Year 7 March 18</b>
1	P4 + 0%	P4 + 33%
2	P3(i) + 0%	P3(i) + 0%
3	P3(i) + 0%	P3(i) + 67%
4	P1(ii) + 0%	P2(i) + 0%
5	P7 + 0%	P7 + 50%
6	P4 + 0%	P5 + 0%
7	P3(ii) + 0%	P3(ii) + 22%
8	P3(ii) + 0%	P4 + 0%

75% of students making Good progress. This is 3% lower than KS3 overall.

### **P Scales | Mathematics: Using & Applying**

<b>Pupil No.</b>	<b>Year 7 Sep 17</b>	<b>Year 7 July 18</b>
1	P4 + 0%	P4 + 22%
2	P3(ii) + 0%	P3(ii) + 0%
3	P3(ii) + 0%	P4 + 11%
4	P1(ii) + 0%	P1(ii) + 17%
5	P7 + 0%	P7 + 0%
6	P4 + 0%	P4 + 22%
7	P3(ii) + 0%	P3(ii) + 0%
8	P3(ii) + 0%	P4 + 22%

25% of students making Good progress. This is 8% lower than KS3 overall.

**Year 7 have therefore made slightly better progress in 2 strands of English and 1 strand of Maths than KS3 pupils overall.**

### **Individual Education Plan (IEP) Targets**

Every student has an Individual Education Plan with targets (usually 3) that are set and reviewed each term. ). Teachers used their professional judgement and evidence from the term to assess each target as Not Achieved, Making Progress, or Achieved.

Progress measure:

	Outstanding – targets achieved
	Good – making progress
	Below – not achieved

Whole school target: 80% of students to be making at least Good progress. Data for the school as a whole shows that 81% are making at least Good Progress.

**This has been exceeded by Year 7 students: data shows that 89% have made at least Good progress, with 43% making Outstanding progress.**