

## CATCH-UP PREMIUM – STATUTORY INFORMATION

### Impact statement for the year 2016 / 2017

Catch-Up Premium is additional funding provided by the Department for Education to support those children who did not achieve the expected levels in English and Maths at the end of primary school to 'catch up' with other pupils in their age group. The amount of Catch-Up Premium received by Airedale Academy during the 2016/17 financial year was £26,075. In 2017/18, the school is due to receive approximately £30,893 (exact figure to be confirmed following October 2017 census).

The Catch-Up Premium 2016 /2017 has been spent in a way which aimed to directly support those young people who are not joining the academy at the level they should be in English and/or Maths. The Academy has used the Sutton Trust/EEF toolkit on effective interventions to determine where the catch-up premium would be spent most effectively. The areas we have focused on and the impacts of each key strategy are given below:

#### LITERACY

##### Year 7

The year group is made up of 186 students of which 53% came in below at the standard score of 100. This 53% is made up of 47 female students and 51 male students.

Most of these students benefitted from **smaller class sizes** to allow for focused support during English lessons. They also accessed the **Accelerated Reading programme** giving them the opportunity to work on individual reading ages which students improved, on average, by 9months. This links to the chronological time spent on the programme. This shows that intense reading intervention has allowed students to improve on their reading age in line with the time spent reading. Overall, as a result of this reading programme, 67% of catch up students increased their reading age (76% of male students and 64% of female students).

Students on the very lowest starting points also benefitted from the **nurture programme**, where students are given the opportunity to work on bespoke literacy skills to help improve reading and writing in a more accessible fashion. 100% of these students improved their reading age allowing them to be better prepared to access secondary education.

The **Success Maker Programme** has also been implemented to support across the ability range of students coming in below standard as it is adaptive technology, it suits students' individual needs in an interactive way. Due to the progressive nature of this program, 100% of students who have accessed it have made improvements within individual skill sets.

The **Buzz Book Scheme** has been made available to this year group to encourage reading at home by allowing students to choose a recently released book to use with focused weekly homework similar to that used at Key Stage 2, to help the transition from reading at primary school to secondary school. Students whose reading age remained lower than expected were given a **summer reading pack** to work on at home focusing on comprehension skills alongside a free reading journal to encourage a love of reading. This was provided to 26 students with 40% being returned within the first week of the autumn term.

By the end of the academic year, 86% of the students made Some Progress with 45% making Good Progress or Exceptional Progress. Of the female students, 91% of students made Some Progress and 64% made Good or Exceptional Progress. 80% of male students made Some Progress with 27% making Good or Exceptional Progress.

Those students who had not made sufficient progress whilst in year 7 in 2015 to 2016 remained on a literacy catch up programme. The strategies used and the impact is summarised below:

### **Year 8**

Upon joining the academy in September 2015, 22% of students within this year group were below a National Curriculum level 4 (19 female students and 21 male students).

These students also benefitted from **smaller class sizes** (especially whilst they were in Year 7) which continued through to Year 8. Students continued to access **Accelerated Reading** lessons to improve reading ages which, on average, improved by 8 months, again nearly in line with the chronological time they engaged with the programme. The weakest students engaged with a **HLTA in nurture lessons** to help improve basic literacy skills as well as having a HLTA in some classes to improve skills required for Key Stage 4. Similarly, a catch up day was initiated with the support of an ESA running **Lexia** to help prepare small groups of students for Year 9, having a direct impact on the reading ages of the weaker students in the year.

By the end of Key Stage 3, 93% of these students had made progress from Key Stage 2 with 88% reaching a Level 4 or above.

### **NUMERACY**

#### **Year 7**

The year group is made up of 186 students of which 55% came in below the standard score of 100. This 55% is made up of 49 female students and 53 male students.

Most of these students benefitted from **smaller class sizes** to allow for focused support during Maths lessons. Students on the very weakest starting points benefitted from the **nurture programme**, where students are given the opportunity to work on bespoke numeracy skills. The **Success Maker programme** has also been implemented to support across the ability range of students coming in below standard as it is adaptive technology, it suits students' individual needs in an interactive way.

Thirteen pupils were targeted for **form time intervention**. These pupils were significantly below the standard score of 100. 100% improved on their KS2 Maths SATS result. At the end of the intervention, 69% made good progress, 15% made some progress, 8% made excellent progress and 8% made poor progress.

By the end of the academic year, 80% of the pupils made good or excellent progress based on the new life without levels. 92% of the entire cohort made progress since the start of the year. 90% of pupil premium students and 90% of SEN pupils made progress since the start of the year.

Those students who had not made sufficient progress whilst in year 7 in 2015 to 2016 remained on a numeracy catch up programme. The strategies used and the impact is summarised below:

### **Year 8**

Upon entering the academy, 22% of pupils within this year group were below a National Curriculum level 4. Of these, 31% of pupil premium students were below a level 4.

These students also benefitted from **smaller class sizes** which continued through to Year 8. The weakest students engaged with a **HLTA in nurture lessons** to help improve basic numeracy skills as well as having a HLTA in some classes to improve Maths skills required for Key Stage 4.

By the end of Key Stage 3, 87% of these students were at or above a National Curriculum level 4 with 90% of pupil premium students at a level 4.

### **PLANS FOR FUTURE PERIODS**

We intend to focus on similar areas and activities in 2017-18, as these have had impact and proven good value for money. The details of the Catch Up strategies for 2017 to 2018 are detailed in the document Catch Up Spending Plan 2017/2018.