

**Year 7 Catch-Up Premium Report**

The DfE has made additional funds available for improving the attainment of our disadvantaged pupils. This grant is known the Year 7 Catch-Up Premium. The funds are primarily aimed at improving maths and English levels at key stage 2 (KS2). An allocation is made for every pupil who has not achieved the ‘expected standard’ in reading or maths at KS2 as per the October school census.

This short report summarises how the previous year’s funding was spent and how we intend to spend this year’s funding. Most importantly, it provides information on the outcomes of the spending and the improvements made amongst our pupils.

|  |  |  |
| --- | --- | --- |
| **Previous performance of disadvantaged pupils** | **2017** | **2018** |
| Pupils making expected progress in maths: | **0**% | **0**% |
| Pupils making expected progress in English: | **0**% | **0**% |

All students at Abbey Hill Academy in this cohort were working below the nationally expected standard due to their specific learning difficulties.

|  |  |
| --- | --- |
| **Year 7 Catch-Up Premium 2017-18** | |
| Total number of pupils on roll: | 225 |
| Total number of pupils eligible for Year 7 Catch-Up Premium: | 44 |
| Amount of Year 7 Catch-Up Premium received per pupil: | £500 |
| **Total amount of Year 7 Catch-Up Premium received** | **£22,000** |

|  |
| --- |
| **Spending of the Year 7 Catch-Up Premium 2018-19** |
| **Objectives:** |
| * To support the attainment of these pupils and aid their progression into the secondary curriculum. |
| **Summary of spending:** |
| The Year 7 Catch-up budget was spent on opportunities to enrich students’ language skills and bring learning to life through a visiting author as well as a theatre visit for the students following the formal curriculum. These experiences were then brought back into the classroom where both language and writing structure were explored.  In the pre- and semi-formal curriculum, resources were purchased to develop their communication skills through a range of technology including switches, GoTalks and sound buttons. iPads were also purchased in conjunction with Boardmaker Online, so students can learn to build up sentences to communicate their thoughts and feelings. Funding was spent on training staff how to use these resources.  Funding was also spent on the further development of interventions and the technology to access it. The maths department purchased Doodle Maths and iPads in order for students to be able to access this and other maths and literacy apps. |
| **Interventions:** |
| We offer a range of targeted support interventions based upon individual need. The subject specific Teaching Assistants used interventions already used by the school in either smaller, focused groups or individually.  Interventions offered:   * Read, write inc. * Key Skills maths assessments and associated maths activities * WRAT and SRA testing and associated reading tasks * Lexia and My Maths programmes continue to be used (funded by Pupil Premium funding) * Doodle Maths * Boardmaker online (communication tool) * SaLT group and individual communication development sessions |

|  |  |
| --- | --- |
| **Outcomes of 2017-18 spending - English** | |
| Pupils arriving in Year 7 below the expected standard | 100% (40 students) |
| Pupils improving to the expected standard by the end of the year | These students made strong progress from starting points in Spring Y7 to Autumn Y8.  78% in reading  84% in writing  67% in spoken language  All students at Abbey Hill Academy in this cohort are working below the nationally expected standard. |
| Pupils remaining below the expected standard | 100% (40 students)  All students have learning difficulties and therefore, are not working at the expected standard for their age. However, as detailed above all students made progress in reading, writing and spoken language. |

|  |  |
| --- | --- |
| **Outcomes of 2017-18 spending - Maths** | |
| Pupils arriving in Year 7 below the expected standard | 100% (40 students) |
| Pupils improving to the expected standard by the end of the year | These students made strong progress from starting points in Spring Y7 to Autumn Y8.  82% made expected progress in Y7 based on starting points.  All students at Abbey Hill Academy in this cohort are working below the nationally expected standard. |
| Pupils remaining below the expected standard | 100% (40 students)  All students have learning difficulties and therefore, are not working at the expected standard for their age. However, as detailed above all students made progress in maths. |

**Use of the Year 7 Catch-Up Premium 2018-2019**

|  |  |
| --- | --- |
| **Year 7 Catch-Up Premium 2018-19** | |
| Total number of pupils on roll: | 214 |
| Total number of pupils eligible for Year 7 Catch-Up Premium: | 40 |
| Amount of Year 7 Catch-Up Premium received per pupil: | £500 |
| **Total amount of Year 7 Catch-Up Premium received** | **£20,000** |

|  |
| --- |
| **Planned Use of the Year 7 Catch-Up Premium 2018-19** |
| * The development of creative writing skills with possible author visits or school visits to gain experiences to write about. * Investment in a range of communication devices for students with complex needs to ensure inclusive technology aids progression. * Occupational Therapy assessments to ensure pupils have the equipment and environment to learn. * Development of the English curriculum with high quality resources being purchased to aid reluctant readers and writers. * Assessment resources to measure students’ reading development in order to highlight their individual needs. * Resources to further develop maths across the curriculum. * Training for staff to develop communication systems and teaching structures within the semi-formal curriculum   Each middle leader will monitor closely the impact of their project and report back to the senior leadership team on the impact this has had on student outcomes. |