

Barnwood Park Arts College – Year 7 Catch-Up Premium



The literacy and numeracy catch-up premium gives state-funded schools additional funding to support Year 7 students who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). Maintained schools may spend the grant for the educational benefit of students registered at that school, or for the benefit of students registered at other maintained schools and academies. They may also spend it on community facilities, for example services where the provision furthers any charitable purpose for the benefit of students at the school or their families, or people who live or work in the school's locality.

We will publish information covering:

- our funding allocation for the current academic year
- details of how we intend to spend our allocation
- details of how we spent our previous year's allocation
- how last year's allocation made a difference to the attainment of the students who benefit from the funding

At Barnwood Park, we are committed to ensuring a smooth transfer and transition from primary to secondary school. We therefore work closely on this with our primary partners and involve students from Years 4, 5 and 6. Due to the strength of our relationships within our learning community, combined with our extensive transition programme as detailed below, information between transition points especially KS2 to 3 is used effectively. We can also capture the starting point from the end of SATs rather than after the summer so that our expectations and challenge remains high.

Year 7 Literacy and Numeracy catch premium: planned use for 2018- 2019 & use in 2017-18

In the academic year 2018 - 2019 Barnwood Park estimates that we will receive £16,329 Year 7 Catch up Premium for 142 students. In the academic year 2017- 2018 Barnwood Park received £16,111 Year 7 Catch up Premium for 140 students. We use this for a continuous programme of:

- Extended patterns of transition visits before the start of Year 7, including induction days and a Saturday School.
- Summer School with Head of Year 7 and SENCo identifying needs early to share with staff at first inset in September. Transition from Primary to Secondary school can affect the progress of students. To smooth this transition, we organise a week of Summer School staffed by our teachers. New students get to make friends and feel confident and happy about their move to Secondary school in September.
- Staff training in the Graduated approach to Early Help and Support so that identification of specific needs and allocation of resources is specific and timely
- Pastoral time to set targets based on literacy, numeracy or SEAL on student Passports
- Communication and language enrichment sessions
- Training for the Head of Year 7 in Therapeutic story writing and for groups to run
- Reading buddy system led by English teachers and training Peer mentors for guided reading
- GL Assessment so that reading, comprehension, spelling and numeracy progress can be monitored and tracked efficiently and frequently
- Full range of resources for specific testing e.g. Diagnostic reading Assessment, Dyscalculia and Dyslexia screener so that specific interventions can be planned
- Sound Training and PiXL phonic to speed up reading and processing
- Specific training for HLTAs in evidence based literacy and numeracy interventions
- Smaller targeted intervention teaching groups throughout the year
- NUMPA – a diagnostic assessment tool for numeracy with allocated HLTA and TA time to work on specific targets

- Specific literacy and numeracy lessons with those eligible for the Catch up premium having TA support to increase access to evidence based interventions on our Provision Maps

Impact Evaluation

KS3

Although the progress of these students in Year 8, specifically in English and Maths, may well be not be as fast as one might expect we looked to secure and consolidate the skills required in order for them to make faster progress at the end of KS4. This is shown by the improved progress in Maths and English in Year 9. You will see that 100% of Year 9 students are on track to make at least good progress in their GCSEs by the end of Year 11, using ALPS estimates as our flight path tracking scheme. Please note that some of the below expected progress in Year 8 is also due to in-year admissions.

This has been confirmed over previous 3 years with LPA (low prior attainment) students making significant progress during their time at school.

	Year 8* (2018)			Year 9 (2018)		
English	LPA T2	LPA T4	LPA T6	LPA T2	LPA T4	LPA T6
Excellent*	20%	17%	14%	17%	54%	36%
Excellent	0%	0%	14%	50%	33%	36%
Good	40%	50%	43%	33%	13%	27%
Expected	40%	33%	14%	0%	0%	0%
Below	0%	0%	14%	0%	0%	0%
Maths	LPA T2	LPA T4	LPA T6	LPA T2	LPA T4	LPA T6
Excellent*	0%	0%	0%	0%	21%	22%
Excellent	40%	33%	14%	17%	33%	39%
Good	0%	0%	0%	63%	42%	39%
Expected	0%	50%	14%	13%	4%	0%
Below	60%	17%	71%	8%	0%	0%

(*Using average KS2 of below 92 for Low PA)

For Year 7 we monitor improvements in reading ages using standardised age scores and we have introduced the GL Assessment Progress tests for Maths and English to look at our progress in these core areas more precisely.

KS4 Outcomes

Our KS4 outcomes show that students at Barnwood with Low Prior Attainment generally make above national progress according to Attainment 8 and Progress 8 scores for Low PA students nationally.

	Cohort Size	Attainment 8	Progress 8	GCSE 4+ EM	GCSE 5+ EM
2018 Barnwood LPA	16	24.2	-0.09	11%	0%
2018 National LPA		22.6	-0.18	10%	2%
2017 Barnwood LPA	13	28.6	+0.3	15%	0%