



Year 7 Catch Up Premium Impact Document

Mathematics

The 30 weakest students in Mathematics based on baseline assessment and KS2 assessment were invited to the mathematics breakfast club on Wednesday mornings, meaning that they were mentored by a year 12 student completing a range of activities from a workbook as well as providing a friendly face around the school.

The Mathematics HLTA is partly employed using CUP money, meaning he is in all their classes for some sessions each fortnight to offer support. In discussion with the teacher, he either supports them in lessons in a TA capacity or withdraws them to teach them individually or in small groups as appropriate. Additionally, the maths HLTA offers them blocks of 1:1 sessions before or after school throughout the year as appropriate (eg. to prepare for assessments).

IMPACT MADE:

- 1 student went backwards from the baseline assessment
- 2 students made no progress from the baseline assessment
- 1 student made one sublevel of progress from the baseline assessment
- 10 students made two sublevels of progress from the baseline assessment
- 16 students made three or more sublevels of progress from the baseline assessment
- ALL students improved their number work which will equip them for Year 8 Mathematics

Overall we were very successful in ensuring students made 2 or more sublevels of progress (87%).

English

In English the following strategies have been used:

ECR – Everyone Can Read – This is a phonic based programme and is used for those students who require a boost in reading, writing and spelling.

Reading Comprehension – this is to build on inference skills.

Paired Reading – to support reading comprehension, questioning & inference.

Spelling Focus - often competent readers but require structured spelling support.

Reading and Spelling Focus – need support in both but are beyond the ECR Level.

The Interventions started in October and ran until Easter for the majority of students.

- 1 student took part in the ECR programme. Despite refusing to fully engage in the strategies, they increased their reading age by 14 months over a 10 month period.
- 23 students received support through Reading Comprehension and Paired reading, on average they increased their reading age by 2 years and 4 months when engaged with the strategies and making progress.
- 4 students received a targeted Spelling Intervention, on average they increased their spelling age by 8 months.