

Impact of Catch-Up Premium 2016/2017

In the academic year 2016/17 we had 71 students join us with Key Stage 2 standardised scores below 100 in English and/or mathematics. In this year the allocation of catch-up funding was based on the 2015/16 allocation and not directly linked to the number of lower attaining students joining the school in 2016/17.

We received £15,341 in Catch-Up Funding for the year. £10,000 supported our Purple Pathway Provision and £5,341 supported intervention work by our Student support team.

Purple Pathway

At Maiden Erlegh School in Reading we use the majority of our Catch Up Premium funding to provide small group teaching via our Purple Pathway provision.

Purple Pathway is a booster pathway whereby students are taught in small groups for English, mathematics and humanities. They do not learn an additional language. We use humanities and MFL lesson time to create additional time in order to follow a bespoke curriculum focusing on literacy and numeracy. The aim of the Purple Pathway is to:

- Ensure students make at least expected progress wherever possible;
- To cover a basic humanities awareness programme through topic based work;
- To enable these students to access mainstream KS4 pathways in Year 9. This course runs in Year 7 and Year 8.

Ahead of transition we work closely with our feeder primary schools to identify children they feel are likely to benefit from this provision. We re-assess our lists once we have the Key Stage 2 scores.

24 students joined our Purple Pathway in 2016/17

Mainstream Provision and student support

In 2016/17 47 Lower attaining students were taught in mainstream lessons. Where they were closely monitored and supported. They are generally taught in smaller class sizes for English and mathematics supported by a HLTA/TAs. Data is collected half termly and is scrutinised as part of our Standards Strategy by both subject and pastoral leaders.

As a result we are able to intervene with any children at risk of not making expected progress.

Our close tracking data shows the impacts of our programmes on lower ability progress with >91% of students making at least “above national average” progress (based on FFT modelling). Over 98% made better than average national rates of progress in Mathematics.

Catch-Up Outcomes at the end of academic year 2016/2017

SUMMER 2017	No.	Well above Natl	Above National	At National	Below National
English	71	4 5.6%	61 85.9%	5 7.0%	0 0.0%
Mathematics	71	18 25.4%	52 73.2%	1 1.4%	0 0.0%