

Allocation of Catch Up Premium 2017/2018

In the academic year 2017 2018 69 students joined us who did not achieve the expected standard in reading and/or mathematics at the end of Key Stage 2 (KS2) 38%.

In the absence of further DfE guidance, we anticipate that the allocation of catch up funding will continue to be based on the adjusted 2015/16 allocation and does not directly relate to specific numbers of students joining the school having not achieved the expected standard in English and/or Mathematics (SAT standardised score of 100)

We have decided to allocated our funding and organise our provision as we have previously done with considerable success.

We anticipate that we will receive £15,341 in Catch Up Funding for the year. £10,000 will support our Purple Pathway Provision and £5,341 will support work done by HLTA/TAs and our student support team in Mainstream mathematics and English lessons supporting other students with weaker literacy or numeracy who continue in mainstream provision. Our student support team also offer bespoke EAL support and accelerated language acquisition interventions (e.g. Rapid Plus and Linguascope one-one and small group work).

Purple Pathway

At Maiden Erlegh School 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 (no more than 12 students) for English, mathematics and humanities. They do not learn an additional language. We use humanities and MFL lessons to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy. The aim of the Purple Pathway is to:

- a) Ensure students make at least expected progress wherever possible;
- b) To cover a basic humanities awareness programme through topic based work;
- c) 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 worked closely with our feeder primary schools to identify children they felt would be most likely to benefit from this provision. We re-assessed our lists once we had the Key Stage 2 scores.

In September 2017 we allocated 24 of the 69 new Year 7 students to the Purple Pathway. These are the children who have been identified by their primary teachers and/or their Key Stage 2 numerical scores as being most likely to benefit from the small group provision and are those students furthest adrift of national expectations

Mainstream Provision

In Year 7 in September 2017 45 of the 69 Catch Up students are being taught mainstream English and Mathematics classes. Where the Catch Up children are taught in mainstream they are closely monitored and supported. 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.

Mathematics

- We set students from the start of Year 7 based on their KS2 scores. As a result, all of the non-Purple Pathway Catch-Up students are in lower ability sets. These are smaller groups with TAs and with HLTA support where possible.
- The mathematics department review the Catch-Up students as a specific cohort half termly and will intervene if necessary to ensure students are making maximum progress.

English

- All new students have their spelling and reading ages tested. This allows us to prioritise students for extra reading interventions. Any Catch Up students who are neither Purple Pathway nor benefiting from toe-by-toe or Rapid-Plus (EAL intervention) will be monitored by the English Department and where necessary will benefit from departmental intervention tailored to their individual need.
- The English department review the Catch-Up students as a specific cohort half termly and will intervene if necessary to ensure students are making maximum progress.

Cross-curricular provision

As part of our whole school Basic Skills Strategy, we ask teachers across the curriculum to emphasise literacy and numeracy when they form part of their teaching and learning.

All teachers know their students who attracted 7CU funding in Y7. These are indicated in mark sheets as LAP (Lower attaining pupils). Teachers are asked to be very aware of supporting them and emphasising basic skills.

Staff are directed to ensure that they know the starting points of students and, in doing so can identify Lower prior attainment students (LAP) and differentiate provision accordingly.

Interventions might include:

- Reading with Student mentor
- Rapid-Plus scheme
- Linguascope (for students with EAL barriers to learning)
- Appointment support with teacher, HLTA or support team
- Individual support at homework club
- Direction to maths or science drop-in sessions
- Provision of additional books and equipment if necessary
- Reading University Students in Schools support