

### **Y7 Catch-up Premium Summary**

For the 2018/19 academic year, Outwood Academy Redcar have identified Y7 Catch-up students from the KS2 SATS of the September 2017 intake.

In 2018/19 academic year, Outwood Academy Redcar expects to receive £4707 Y7 Catch-up premium, based on the amount received last year. We have identified a total of 28 Y7 students who did not achieve the expected scaled score of 100 in maths. We identified a total of 27 Y7 students who did not achieve the expected scaled score of 100 in English reading and/or writing.

In 2018/19 academic year, this funding is being used towards Accelerated Reader books, 'TimesTables RockStars', 1:1 tuition using Numicon, resources for targeted Vertical Mentoring Groups in Literacy (in reading and writing) and Numeracy, resources for Toe by Toe, Resources for Reciprocal reading, use of Lexia, extra Literacy lessons with a specialist teacher and a proportion of Teaching Assistant and LRC staff salaries.

In 2017/18 academic year, Outwood Academy Redcar received £4707 Y7 Catch-up Premium in March 2017. At the beginning of that year, we identified a total of 20 Y7 students who did not achieve the expected scaled score of 100 in maths, in their KS2 SATS in May 2016; and we identified a total of 26 Y7 students who did not achieve the expected scaled score of 100 in reading, writing, or both; and

In 2017/18 academic year, this funding was used towards Accelerated Reader books, 'TimesTables RockStars', resources for targeted Enrichment (in reading and writing), 1:1 intervention in Toe by Toe, Plus 1 and Power 2 and a proportion of Teaching Assistant and LRC staff salaries.

The impact and means of assessment for both the 2018/19 and 2017/18 academic years are detailed below in the full report.

## Impact of Y7 Catch-up Premium – Academic Year 2018-19

In 2018-2019 we broadly expect to receive in March 2019 the same overall amount of Y7 Catch-up Premium funding as we received in 2017-2018, adjusted to reflect the percentage change in the size of our Y7 cohort, based on the October 2017 census. We received £4707 in March 2017.

We have identified 27 Y7 students who did not reach the expected scaled score of 100 in reading and 24 Y7 students who did not reach the expected scaled score of 100 in writing (some of these students require Catch Up intervention in both) hence the overall number of students who require English Catch Up provision is 34. We identified 28 Y7 students who did not reach the expected scaled score of 100 in maths. Baseline assessments and analysis of KS2 tests will reveal the areas that students require further support with.

## 2018-19 Catch-up Interventions

Intervention	Detail
Accelerated Reader Intervention	Accelerated Reader interventions include students being targeted by teaching staff for intervention within the classroom (including reading alone to class teacher, teaching assistants and library staff to improve reading skills and comprehension).
Reciprocal Reading	Reciprocal Reading refers to an intervention whereby students can develop their reading and comprehension skills. Students will read as a group taking turns and will pause at the end of each page to reflect on what they have read. This gives students the opportunity to summarise, ask questions, clarify and predict what may happen next. This activity is teacher-led however we intend on also trying to build independence by training the students taking part to also lead groups. This will take place during VMG sessions. This will be reviewed on a half-termly basis.
1:1 intervention strategies (Toe by Toe, etc).	Identified students will be working on sounds and word construction using specific strategies aimed at their specific needs. Students work 1:1 with teaching assistants and library staff meaning 2-3 sessions can be held at once with different students.
Targeted Literacy VMG	Students who did not reach the expected scaled score of 100 in writing will be placed in a VMG group, led by an outstanding member of the SEND department who is trained as an English Teacher. These sessions will be personalised for the group of students and will measure and assess their progress in writing skills and tasks. This VMG group will run for the initial term (September – December) to provide immediate intervention to secure students' writing skills as soon as possible in their academic life at Outwood Academy Redcar. It will be reviewed half-termly.
Lexia	When students who have achieved below the expected standard of 100 in reading also have a SEND need relating to literacy, we use Lexia to promote the development of fundamental literacy skills.

	The programme has five levels and responds to the user to ensure that students are working on areas they struggle with rather than those they have secured.
Extra Literacy lessons	For two hours a week, students who have been identified as having not reached the expected scaled score of 100 in reading and writing will drop down to do extra literacy lessons with an outstanding member of the English department – this allows for them to access specialised expertise. These lessons will be catered to fill gaps as identified in Praising Stars assessments and Baselines.
Numicon	Students are assessed on a 1:1 basis for specific needs within their maths knowledge and then complete intervention lessons catered for their specific requirements to bridge the gaps. This is a fundamental process to secure progress.
Times Table Rockstars	Times Table Rockstars is an interactive programme which tests student’s multiplication and division ability. Times tables are a fundamental skill in mathematics and underpin so much of the curriculum that securing these is vital to secure progress. Students are tested on their times tables and the programme responds to the user concentrating on tables they have not yet secured through repetition and reinforcement.
Targeted Numeracy VMG	Students who did not reach the expected scaled score of less than 90 in their Key Stage 2 mathematics assessment will be placed in a VMG group, led by an outstanding member of the maths department. These sessions will be personalised for the group of students and will measure and assess their progress in numeracy skills. This VMG group will run from the Autumn term to provide intervention to improve students’ numeracy skills as soon as possible in their academic life at Outwood Academy Redcar. This will be reviewed on a half-termly basis.

### **Impact of Numeracy Catch-up Grant 2018-19**

Impact to be measured and analysed on a termly basis, commencing January 2019.

### **Impact of Numeracy Catch-up Grant 2017-18**

Out of the 20 students identified, 8 of those 20 are now on track to achieve a Standard Pass or better – Grade 4 – at the end of year 11. Therefore, they are on track to reach the expected standard. This indicates that 40% of catch up students are on track to reach the expected standard. Some of the students will continue to require additional support and intervention in maths. This is currently being achieved through classroom intervention by the class teacher and continuation of a VMG intervention Numeracy group.

### **Impact of Numeracy Catch-up Grant 2016-17**

Out of the 15 students identified, 9 of those 15 are now on track to achieve a Standard Pass or better – Grade 4 – at the end of year 11. Therefore, they are on track to reach the expected standard. This indicates that 60% of catch up students are on track to reach the expected standard. Of the remaining 6 students, intervention will take place in the form of additional support and intervention by the class teacher in maths.

### **Impact of Literacy Catch-up Grant 2018-19**

Impact to be measured and analysed on a termly basis, commencing January 2019.

### **Impact of Literacy Catch-up Grant 2017-18**

Out of the 26 students identified, 11 of those 26 are now on track to achieve a Standard Pass or better – Grade 4 – at the end of year 11. Therefore they are on track to reach the expected standard. This indicates that 42% of catch up students are on track to reach the expected standard. Of the remaining 15 students, they will continue to require additional support and intervention in Literacy. This is currently being achieved through classroom intervention by the class teacher, an additional 2 hours each week to do extra literacy lessons instead of MFL and continuation of a VMG intervention Literacy group.

### **Impact of Literacy Catch-up Grant 2016-17**

Out of the 28 students identified, 23 of those 28 are now on track to achieve a Standard Pass or better – Grade 4 – at the end of year 11. Therefore they are on track to reach the expected standard. This indicates that 82% of catch up students are on track to reach the expected standard. Of the remaining 5 students, intervention will take place in the form of additional support and intervention by the class teacher in English as well as the continuation of Accelerated Reader and Lexia.

### **Catch-up Strategy Review**

The Literacy and Numeracy Catch-up Strategy will be reviewed in September 2019.

### **Low Attainer Outcomes**

In 2016, the 5 low ability on intake students, on average, achieved a progress 8 score of +1.30 at GCSE.

In 2017, the 37 low ability on intake students, on average, achieved a progress 8 score of +0.86 at GCSE.

In 2018, the 39 low ability intake students, on average, achieved a progress 8 score of +0.51 at GCSE.

Currently, heading into 2019, the 27 low ability intake students, on average, are currently achieving a progress 8 score of +0.45 at GCSE after the second of six Praising Stars cycles of the academic year.