

Catch-up Premium

The Government provide additional funding to schools for Year 7 students who have been assessed as 'below expected standard' in their KS2 Maths and/or English assessments in order for them to "catch up" with their peers.

For 2016-17, school received £22,500.

Maths

In 2016-17, 63 Year 7 students started Tadcaster Grammar School working below age expected levels in Maths (an increase in cohort size from 15% of the cohort in 2015-16 to 24%).

The funding for these students was used on **programmes and approaches proven** to be effective (Education Endowment Foundation Research):

- Fund **smaller class sizes** so these students could get more 1 to 1 attention in maths lessons.
- TA support from **specialist Maths TAs** in Maths lessons to add value, including allowing teachers to work with those who may need **additional teacher support**.
- Provide **individual or small group** 'catch-up' tutorial sessions on key areas of difficulty:
 - 'First Class at Number' (Students working at 'support/foundation level'): a 12 week proven intervention programme of 3 weekly 30 minute sessions delivered by specialist Maths TA
 - Maths Tuition: students working at level 3 in Maths receive a 6-8 week bespoke tuition from a specialist Maths teacher twice a week in pairs. Individual reports highlight significant progression in targeted areas.

Overall Summary: Maths

All students are set aspirational targets against their starting points. Of the 55 students who were assessed as working at a standardised score of between 87 and 99 ('foundation', 'developing' and just below 'age expected' level) in their KS2 SATS in Maths, **93% made expected or greater than expected progress by the end of Year 7**. 67% made better than expected progress.

Of the 8 students who were assessed as working at a standardised score of below 86 (support and foundation level) at the end of Primary education, **100% of students made expected or better than expected progress**. 88% made better than expected progress.

English: Reading

In 2016-17, 75 Year 7 students started Tadcaster Grammar School working below age expected levels in Reading (an increase in cohort size from 8% in 2015-16 to 28%).

The funding for these students was used on **programmes and approaches proven** to be effective (Education Endowment Foundation Research):

- **Peer Mentoring** - Year 12 students as trained Reading Leaders through Reading Matters charity to offer an intensive and supportive **reading comprehension** programme to students with below average reading skills.
- Provide **individual or small group school based tuition** and **phonics programmes** to improve their reading decoding and comprehension skills.
- TA support from **specialist English TAs** in English lessons to add value including allowing teachers to work with those who may need **additional teacher support**.

Reading Leaders Programme

22 Year 7 students with standardised reading score of 90 or below in their SATs received twenty 1:1 reading support sessions from a Reading Leader, trained by charity 'Reading Matters'. All eleven Year 12 Reading Leaders who took part in the programme gained an OCN Reading Leaders qualification as part of the programme.

Out of 22 Year 7 students, **50% made expected or better than expected progress**.

Unlike last year, this intervention did not prove overall to be as successful an intervention. Although some students made 'substantial' and 'remarkable' progress, half did not. Barriers this year appear to have been the change of Year 12 vertical tuition opportunities that placed increased pressure of their time; the rigidity of the new STAR reading tests; student attitude towards the STAR tests over the year; issues of a few Year 12 Leaders' commitment to the programme; and the level of need in the Year 7 cohort. The programme has proven to be very successful in the past so it is hoped that by problem-solving the barriers, this programme can once again have the impact it has in the past.

Units of Sound

Two students who required a phonologically based reading programme, and who have specific learning differences with reading followed an individualised programme 'Units of Sound' with a specialist literacy teacher. Individual reports highlight significant progression in targeted areas.

The Reading Intervention Programme (TRIP)

Two students followed this intervention. Despite poor and erratic attendance from both students, both of them made a ratio gain of 3, equal to 'substantial impact'. The intervention has proven to be very successful but comes at a high cost. It is a 1:1 programme, where the students is seen 4 times a week for 30 minutes from a teacher. The intervention is required by students with most profound need. As much as they make substantial impact, they remain 'very weak' readers, such is their poor starting points (RA of approx. 4 – 6 years old)

Accelerated Reader

With over a quarter of students in the cohort having below age expected reading levels, the school embarked on the Accelerated Reading Programme for nearly the whole year group.

Library loans increased to 1776 for the year group (compared to the same date the year before of 896 before accelerated Reader)

From the cohort who followed this intervention, **the number at age expected levels or above remained consistent at 78%**. Many with reading levels below age expected increased their reading age but not substantially enough to gain 'age expected levels'.

Overall Summary: Reading

All students are set aspirational targets against their starting points. Of the 75 students with reading levels below age-expected, **68% made expected or better than expected levels of progress in their Year 7 reading assessment.**