

Analysis of Catch-Up Premium Impact 2016-17 and plans for 2017-18

We are required to publish the following information about catch-up premium:

- The school's catch-up premium allocation for the current academic year
- Details of how the school plans to spend the allocation
- Details of how the previous year's allocation was spent
- How the spending made a difference to the pupils who attracted the premium

For **2016-17** Wilmslow High received approximately **£17 000** catch-up premium but spent significantly more on this area from core funding.

The catch-up premium was used in the following ways:

- To help to provide **additional English teaching** for 4 catch up groups when the students would normally have been in MFL lessons. These students take 1 MFL in Year 7 and 8 instead of 2. This required an additional 6 periods per week for an English teacher (but reduces demand for MFL teacher by the same amount) and 6 periods for a classroom assistant. Approximate cost: **£3 000**
- To enable Lexia literacy intervention to be delivered to 4 catch-up English groups in Year 7 and 8. Approximate cost **£1400** (software costs)
- To employ a mentor/ 1-1 tutor supporting students with individual needs in numeracy ([Yipiyap](#) tuition) at approximately **£14 000**
- To support humanities groups in Year 8 and 9 for students with poor literacy on entry. Approximately 20 students are taught history, geography and RS in 2 small groups with the same teacher. The approach focuses on the development of effective reading, writing and spoken English through project-based learning. 5 lessons per week per year group, 10 teacher-lessons in total, approximate cost **£17 500**
- To enable delivery of the **catch-up numeracy** intervention to selected students by mathematics specialist teaching assistants to selected students, 15 minutes twice per week. 6 periods of classroom assistant time, approximate cost **£3000**
- To support the implementation of Accelerated Reader with all Year 7 and Year 8 students and selected Year 9 students. Approximate cost **£4000** (software)

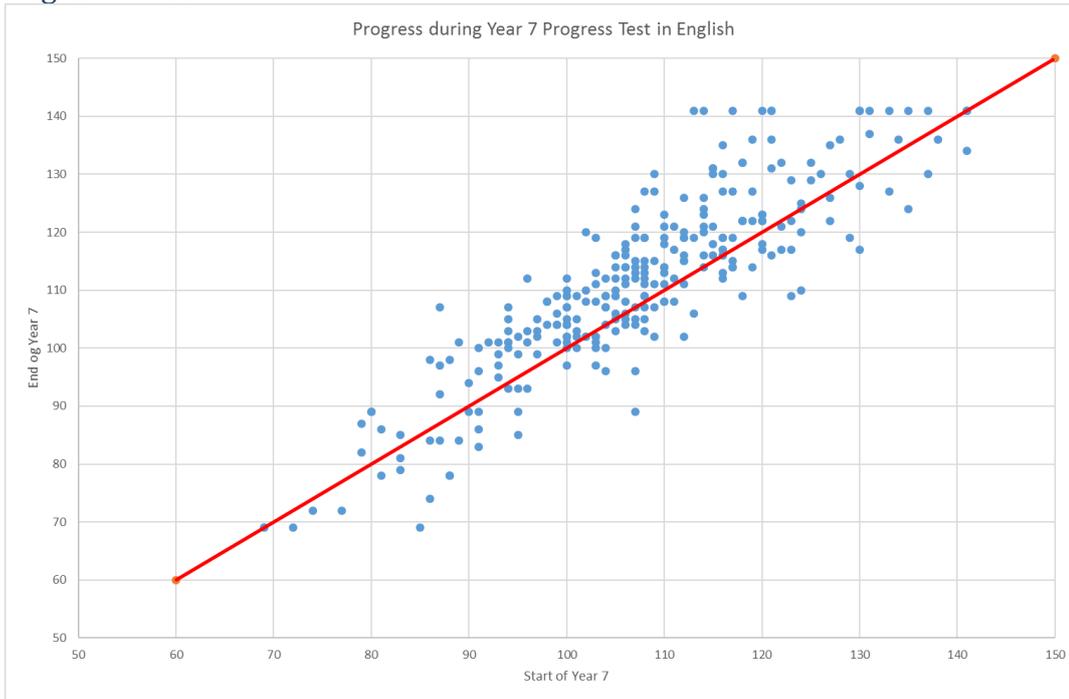
Considerably more is spent on literacy and numeracy development in Year 7 than is received in Catch-Up Premium allocation.

- Total spending approximately **£42 900**

The impact on students' learning is measured with a national standardised test of progress in English and Mathematics: the [GL Assessment Progress Test in English and Progress Test in Mathematics](#).

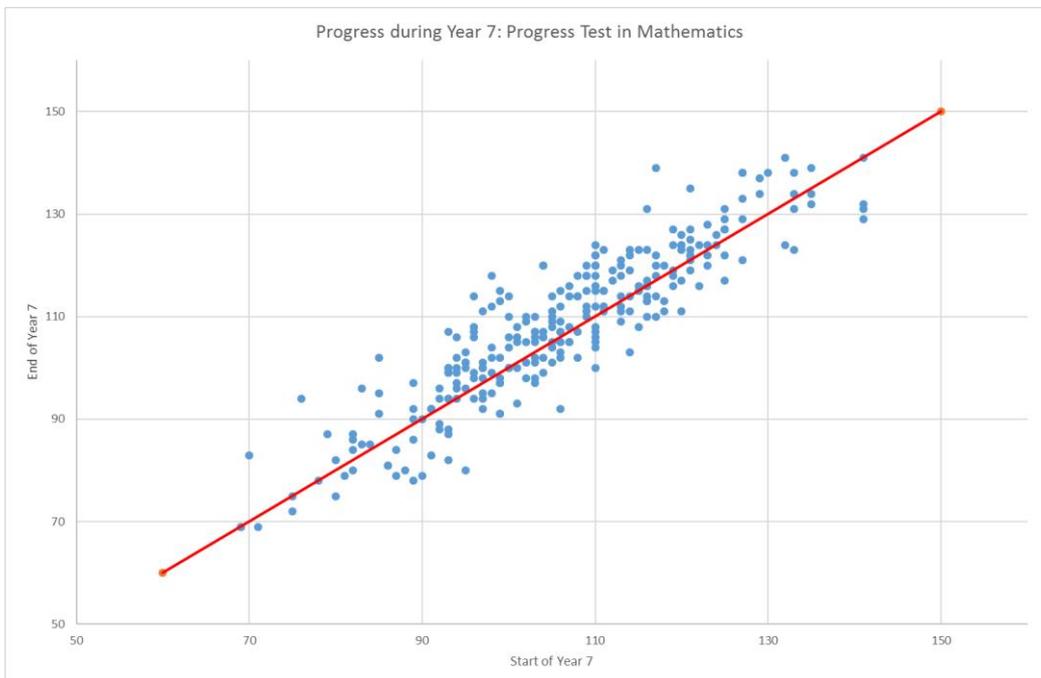
The scatter graphs below show how whole cohorts progressed. Note that students who lie on the $y=x$ line have made progress equivalent to that of their peers in the national cohort against which the assessment is standardised. Students represented by dots above the line made better than average progress and those below made worse than average progress. Every assessment includes a degree of measurement error (roughly +/- 5 points on these assessments) and some students with significant SEN (particularly those affected by ASC) can have less reliable assessment results due to the variation from day to day in how their SEN affects their engagement and performance in the assessment.

English in Year 7



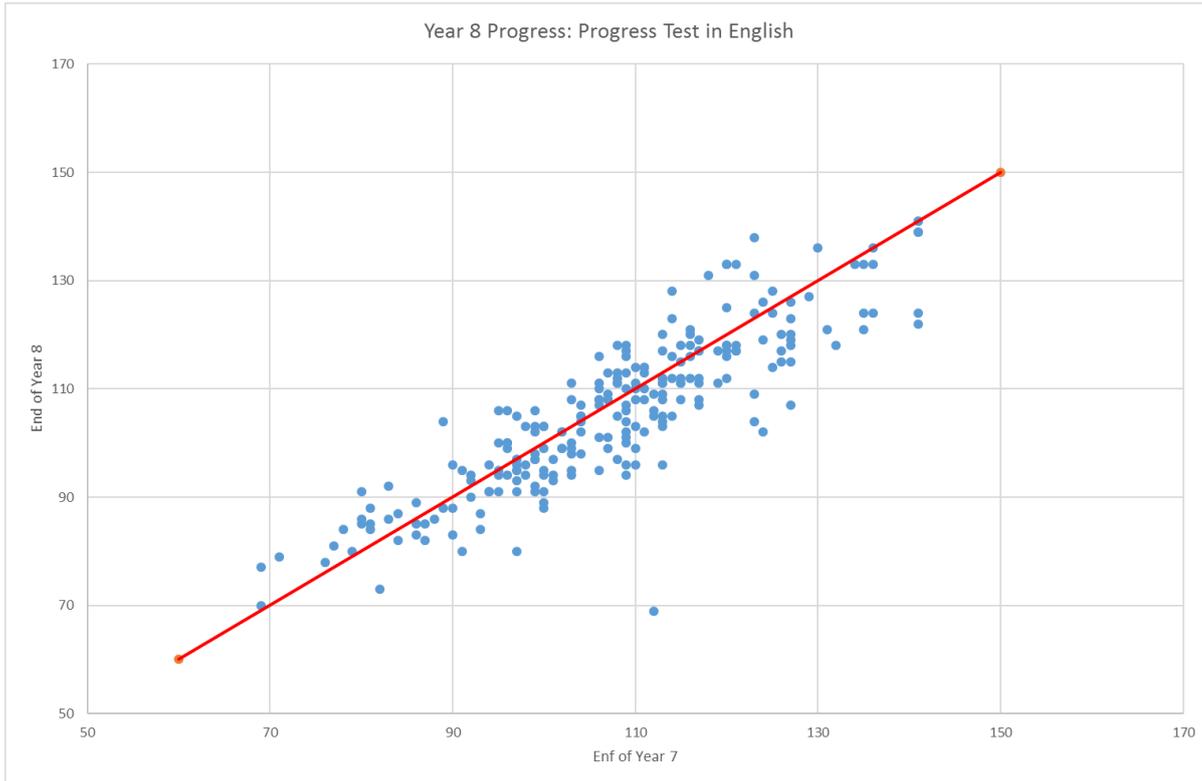
Generally, students who started the year at the lower age standardised scores kept pace with the progress of the national cohort (assessment accuracy +/- 5 pts). Where students have made significantly less progress than expected their needs have been re-assessed during the year and again at the end of the year and adjustments in provision made.

Mathematics in Year 7

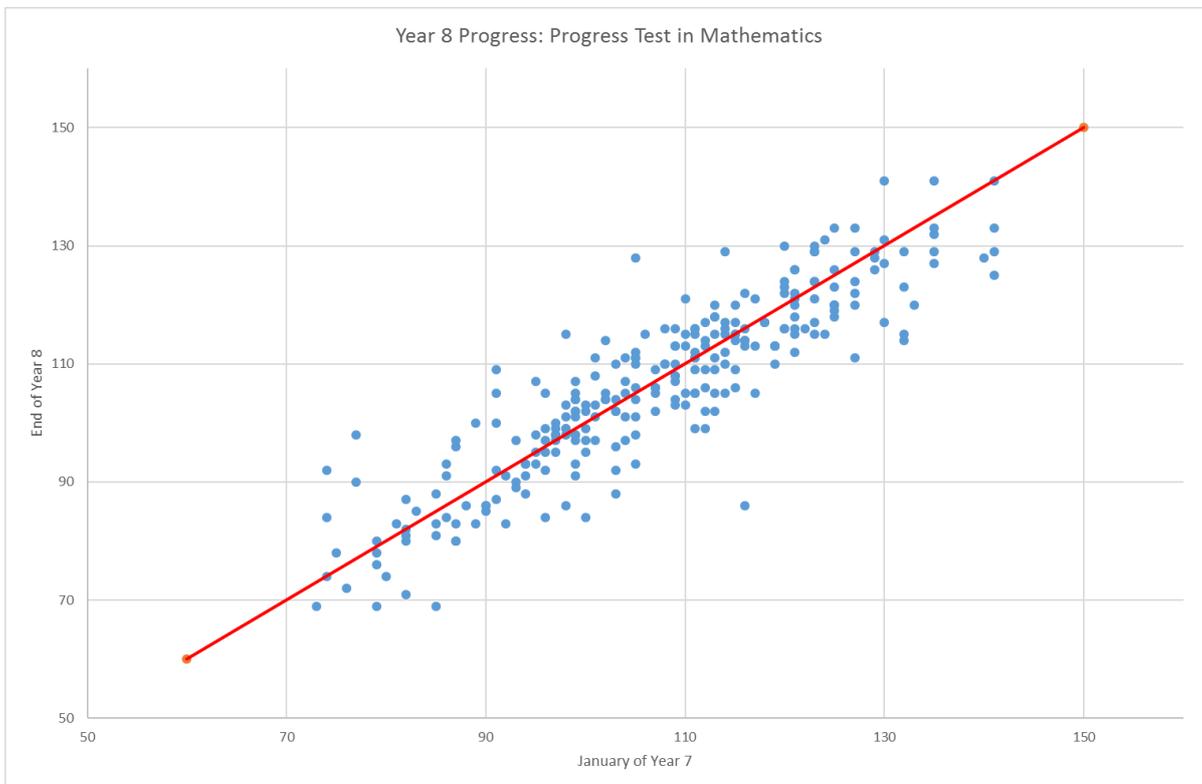


In mathematics students at the lower end of the prior attainment range kept pace with the progress of the national cohort, or exceeded it.

Year 8 Progress



Students at the lower end of the attainment range made consistently good progress during Year 8 in English



Some students at the lower end of the attainment range performed exceptionally well in the end of Year 8 Progress Test in Mathematics, but there were also some disappointing results.

The school expects to receive a similar amount for catch-up provision in 2017-2018 as it did in 2016-2017; approximately £17 000. In spite of a very tight funding situation we are seeking to maintain the same level of support for students in need of catch-up but are looking very critically at the spending, particularly in areas such as Lexia and Accelerated Reader where technical issues affecting the provision of the service have led us make complaints to suppliers and, in the case of Lexia, request a refund of fees.

- During the year a new in-house intervention process (ALPS) was devised for those performing at the very lowest end of the range in literacy. This started mid-year 16-17 and has been refined for 17-18. The Year 8 into Year 9 Students graduated from the programme last year and now receive a follow-on intervention whereas the Y9 into Y10 students are now receiving GCSE support lessons in Maths and English during Y10 and Y11 respectively. The Y7s into Y8s have continued with the programme with the addition of another student. ALPs has 6 students in total, spread over 9 lessons.
- Humanities is now running only in Year 9. Approximately 10 students are taught history, geography and RS in a small group with the same teacher. The approach focuses on the development of effective reading, writing and spoken English through project-based learning. 5 lessons per week; approximately **£7 500**
- MFL withdrawal intervention has been developed and now provides additional teaching for both literacy and numeracy, with some students receiving either literacy *or* numeracy and some being withdrawn from both MFLs to allow intervention in both literacy and numeracy. A total of 12 catch up groups now run across Year 7, Year 8 and Year 9 when the students would normally have been in MFL lessons. This requires an additional 6 periods per week of teacher time per year group, approximately £9 000 each in Year 7 and Year 9. Year 8 is covered by displacement of MFL teaching. Total **£18 000**
- To consider whether Lexia is of use or needs to be cancelled and funds recovered.
- To enable delivery of the **catch-up numeracy** intervention to selected students by mathematics specialist teaching assistants to selected students, 15 minutes twice per week. 6 periods of classroom assistant time, approximate cost **£3000**
- To support the implementation of Accelerated Reader with all Year 7 and Year 8 students and selected Year 9 students. Approximate cost **£4000** (software)