

Catch-up Premium Spending - provision and impact evaluation 2018 to 2019

Catch-up Premium funding is allocated per student who does not achieve the minimum expected grades in Literacy and Numeracy at KS2.

Outlined below, are a number of methods the funding supported last year and data that reveals the impact on the cohort. This year, the decision has been made to focus on the delivery of Accelerated Reader and Literacy Planet in order to increase the reading age of our 29 year 7 catch up students

Literacy	Provision
	High quality, differentiated teaching in English classes, and across the curriculum.
	Literacy Planet, online literacy programme, across year 7.
	Accelerated Reader: Year 7 with library books labelled to stretch their skills. (15 mins reading at the start of every English lesson).
	Read. Write. Inc. Reading and writing recovery programme for a cohort of Year 7 students.
	Nurture provision for a small cohort with more significant academic and social and emotional needs during transition.
	Small group teaching facilitated by having an extra member of staff.
Numeracy	High quality, differentiated teaching in maths classes.
	Nurture provision for a small cohort with more significant academic and social and emotional needs.
	Small group teaching facilitated by recruiting an extra member of staff in maths.
	Specialist Learning Facilitator support for low ability groups.
	My maths.
	Maths watch.

Current Year 8 progress data Literacy 2018 / 2019:

Reading Age	All Year 7 Sept 2017	All Year 8 Sept 2018	Catch Up Year 7 Sept 2017	Catch Up Year 8 Sept 2018
6 to 7 years	6%	3%	20%	9%
8 to 9 years	18%	17%	24%	20%
10 to 12 years	55%	49%	53%	62%
13 plus years	21%	32%	3%	9%

This data shows that the strategies used at Pool Academy to support students with their literacy have led to improved reading ages across the year group.

Current Year 8 progress data Numeracy 2018 / 2019:

24 Year 7 Students entered Pool Academy below expected standard Sept 2017 in maths. This represents 21% of the whole year group.

Students who entered below expected standard	Percentage
Above target	33%
On target	17%
Below target	50%

This shows that in the first year of their time at Pool Academy, their maths intervention and teaching at Pool Academy has led to 50 % of those who entered below the floor standard making expected, or above expected progress.