

Catch-up Premium

The Government provide £500 additional funding to schools for each Year 7 student who was assessed as working below level 4 in their KS2 Maths and/or English assessments. This funding is allocated to support these students, who are working below their age expected level, to “catch up” with their peers.

For 2015-16, school received £22,500.

Maths

In 2015-16, 39 Year 7 students started Tadcaster Grammar School working below level 4 of the National Curriculum in Maths (an increase in cohort size of 160% from 2014-15).

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 level 2 and below): 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 36 students who were assessed as working at Level 3 of the National Curriculum at the end of Primary education 7 **100% made expected or greater than expected progress by the end of Year 7**. 69% made better than expected progress.

Of the 3 students who were assessed as working at Level 2 or lower at the end of Primary education 2 students (66%) made expected or greater than expected levels of progress. Two students have followed the programme and both have made a ratio

gain* of 3.7 (substantial impact), improving their number age by 13 months in a 3 and a half month period.

One other student, working at P levels received a 1:1 bespoke programme, with small incremental steps of progress now being noted through PIVATs assessment tool.

English: Reading

In 2015-16, 22 Year 7 students started Tadcaster Grammar School working below level 4 of the national Curriculum in Reading (an increase in cohort size of 41% from 2014-15).

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

17 Year 7 students with a NC reading level below level 4 on arrival at TGS received twenty 1:1 reading support sessions from a Reading Leader, trained by charity 'Reading Matters'. Reading Leaders gain an OCN Reading Leaders qualification as part of the programme.

Out of 17 students, 76% made meaningful progress. Using ratio gains*,

8 students made 'remarkable progress'

3 students made 'substantial progress'

2 students made 'useful progress'

4 students did not make adequate progress and required alternative and more specialist intervention.

Units of Sound

Two students working at level 2 in Reading and who have specific learning differences with reading follow an individualised programme 'Units of Sound' with a specialist literacy teacher. Individual reports highlight significant progression in targeted areas.

One other student, working at P levels received a 1:1 bespoke programme, with small incremental steps of progress now being noted through PIVATs assessment tool.

Overall Summary: Reading

All students are set aspirational targets against their starting points. Of the 22 students, **77% made expected or better than expected levels of progress by the end of Year 7**: 13 students made expected levels of progress; 4 students made better than expected levels of progress. 5 students were still working below expected levels of progress and continue to get specialist intervention.

** A ratio gain of 1.0 means that the child's skills are developing at a normal pace, **but they will not be catching up with their peers.** Brooks (2007) suggests that:*

- *Ratio gains of less than 1.4 are of 'doubtful educational significance',*
- *Between 1.4 and 2.0 of 'modest impact',*
- *Between 2.0 and 3.0 of 'useful impact',*
- *Between 3.0 and 4.0 of 'substantial impact' and*
- *Above 4.0 of 'remarkable impact'*