

**Compton School Catch Up Premium**  
**Literacy and Numeracy**  
**2018-2019**

In 2018-2019, The Compton School was allocated £18500 in funding as part of the Year 7 Catch Up initiative. This funding aims to help students who entered Year 7 with a SAT score of lower than age related expectations (ARE) in English, (reading) or maths, or both, to “catch up” to their peers during their first year of secondary education.

The funding has been used numerous ways to develop students’ numeracy and literacy skills, all of which will continue to next year based on the success of previous years.

One significant strategy is that for both Maths and English, there is a dedicated member of staff who looks after intervention for Year 7 students. Some of this funding goes towards their TLR. Interventions for year 7 include the close tracking and monitoring of all groups in year 7 to catch-up in their learning alongside ensure classroom teachers in their department areas.

Another significant strategy used is small group teaching for those students who need to be ‘caught up’ to their peers. This small group teaching for English is led by the 2ic SENDCO who is an experienced primary school trained teacher to help with the transition from primary to secondary schools, who is an expert in getting students to age-appropriate literacy. The small group teaching for Maths is led by the SENDCO.

In addition to these strategies, the following are in place:

- Small group teaching by a primary trained teacher
  - These classes are very structured, they take place in the LRC and involve 10-12 students
- Withdrawal for one-to-one support
- Mentoring
- TA support
- Homework Club
- Accelerated Reader Programme

**What effect has the “catch up premium” had to date on the attainment of pupils at The Compton School?**

Catch-up strategies along with other whole school strategies have had a positive impact on student achievement.

***Numeracy data indicates that the small year 7 numeracy classes are highly effective:***

2018 -19 Out of the 11 students in the year 7 maths group last year two students had an EHCP and eight students had SEN support. Six of those students are pupil premium and 3 of the students had EAL. Out of this group of 11 students one student met his developing threshold; 9 students met their expected progress of foundation level and one student fell below his expected target of foundation level. One of the students from this group moved into mainstream classes during the year or at the beginning of year 8.

Below expected progress	1/11	9%
Achieving expected progress	9/11	81%
Above expected progress	0/11	0%

In addition to the above progress scores the majority of students made significant steps in basic numeracy skills, learning their times tables and strategies to add, subtract, multiply and divide.

Small class sizes and with a focus on multi-sensory approach offered an excellent transition for all of the students in this class. Using strategies relating to the primary context, gave the students continuity and an opportunity to embed basic number skills, with lots of repetition and opportunities to ask and answer questions in a nurturing environment.

Students with a high level of need, some, who had a negative view of mathematics were able to enjoy and engage in their mathematics lessons

All students' needs were met by 'Quality first teaching' provided by the SENDCO (an experienced class teacher with a Primary School background)

***Literacy data indicates that the small year 7 numeracy classes are highly effective:***

Accelerated Reader has shown that students in the smaller Literacy classes performed exceptionally well. In 7A, the progress made by students in their reading age was plus 9 months. For 7B the average rate of progress was plus 1 year on their reading age. Once again, the high impact of Accelerated Reader and being in smaller withdrawal group helps catch up those students who arrive at lower starting points for Literacy. 35% of the withdrawal group made more than a years progress during the year.

The tracking of students in the Literacy withdrawal classes also indicates progress through their end of year results.

**End of Year Thresholds**

	7A	7B
Below Expected Threshold	3/10 30%	2/9 22%
Meeting Expected Threshold	6/10 60%	6/9 67%
Above Expected Threshold	1/10 10%	1/9 11%

In addition, spelling ages of these students in 7A increased on average by 9 months. The spelling age of students in 7B increased on average by 8 months.

All students went back into mainstream lessons after year 8. One student left 7B in January as it was felt the high levels of intervention were necessary and their needs would be met by the quality first teaching in the mainstream lessons.

The majority of the students improved their attitude towards English and their ability as a learners.