

Year 7 Catch Up Funding 2018/19

Eligible students

Year 7 catch-up funding provides an additional £500 for every Year 7 student who did not achieve at the expected standard in reading or maths at key stage 2 in 2018.

Terms on which the Year 7 Catch-up Premium is allocated to schools

The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at the school, or for the benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in the school in situated.

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2018; some or all of it may be carried forward to future financial years.

Chiltern Hills Academy received a grant of £23,086 for 2018/19 based on eligible students. This additional grant will be used primarily to continue targeted support in small groups and for individualised provision to support students' numeracy and literacy.

Students are identified based on their key stage 2 attainment, in addition all students entering Year 7 undertake CAT4 tests to provide further detail on students' cognitive abilities in reading and maths. The information gathered is then used to identify the most appropriate level of intervention and support necessary for those students to achieve the expected standard necessary for success at Chiltern Hills Academy. CAT testing results are available for all staff on SIMS. In addition, the vice principal and director of learning support provide a staff training session on 'Understanding CAT4 data and SEND' in the Autumn term following the CAT4 test results.

Support and Intervention

The following points are used to establish the most appropriate support:

- KS2 levels
- Reading age
- Baseline tests (completed on induction – CAT4)
- Teacher assessment
- Visits to primary schools in summer term
- Transition visits to CHA (additional visit for vulnerable students)

The following table shows the improvements made for identified students following reading interventions.

Name	form	accuracy start	accuracy end	Improvement
1	7SUK	7.06	12.10+	Concerns continue around comprehension
2	7SEC	6.07	10.11	Made excellent progress
3	7SUK	6.02	8.09	possible dyslexia / ADHD assessment
4	7SEC	8.1	9.08	Comprehension is excellent - reading accuracy and rate is poor
5	7SUK	7.06	7.11	No progress - not engaging with support – further work needed
6	7CMN	8.06	11.07	reading comp well improved concerns about speed
7	7JET	7.1	12.10+	excellent all round
8	7CMN	7	8.03	still very poor - ed psych states severe dyslexia – further intervention required
9	7CMN	5.09	7.08	good progress - not here next year
10	7JET	7.02	11.01	reading progress is good - concerns around comprehension
11	7SUK	6.07	8.05	still low reading - comprehension is good
12	7SEC	5.06	7.11	reading and comprehension is poor
13	7SAS	5.06	8.09	some progress - concerns around EAL
14	8JEC	9.11	12.10+	excellent progress
15	8JEC	6.05	10.02	good progress made
16	8SHN	7.06	9.08	some progress made - comprehension is still very poor
17	8SHN	9.07	9.08	no reading progress made.

In addition to this a small group of students with the lowest KS2 scores or who were withdrawn from the tests are taught English and Maths as a separate set of 10 students by the SENDCo for KS3 who is a primary trained teacher using primary techniques to bridge the gap focussing on rapid

progress and ensure readiness for them to return to the Year 8 maths and English curriculum. This has been incredibly successful and seen some excellent results on student progress in this group.

The Director of Learning Support is responsible for oversight of the catch up programme for literacy and the Vice Principal is responsible for numeracy working in conjunction with the Subject Leader – maths.

At the end of the academic year an impact report will be submitted by the Director of Learning support and Vice Principal which will use attainment data to show impact and supported with relevant detail on personal achievements.

The following support is in place for our students not reaching the expected standard in reading and maths:

- Additional resources purchased
- Literacy/numeracy programme for all students during registration at the end of every day
- Ensure all baseline data and testing is accurate and is shared with staff
- Lunch time homework club
- Summer term bookshop visit
- Weekly enrichment programme for all students
- Daily timetables challenge
- Writing challenge
- Maths mentoring for underachieving students (6 week programme throughout the year)

Year 7 and 8 SEND

- Reading age testing
- Toe by Toe training for TAs
- Lexia reading programme
- TAs supporting literacy and numeracy support in small groups
- Resources purchased for on-going use: dyslexia support, maths and literacy workbooks
- Handwriting intervention

Year 7 Nurture Group 2018/19

We employ a specialist primary teacher to work with our most vulnerable students. A group of 10 students were identified as needing specialist support to enable a more successful transition to secondary school. All student had an additional transition day in the summer term before starting at the Academy. In addition many of these student took part in the summer school programme provided by Ahead Tuition focusing on English and maths skills to be secondary ready for starting the Academy in September 2018. We have ran this programme for two years and it is proving successful in giving students stability and support and the added specialist primary teaching the plug gaps and build student confidence. The group has all English, maths, history and science lessons with our primary trained teacher. An impact statement will follow at the end of the academic year to look carefully at students' progress. Here is an example of students' progress in maths between September 18 and December 2018 using our data capture at three points throughout the academic year.

Catch up - English

Nurture group progress in English 2018/19.

Ident	Oil Premium Indicator	Gender	SEN Status	SEN Need	SEN Level	% Attendance	3 Baseline	3 Target Y7	3 Target-2 Y8	2: Average Scaled Score	1: Mean SAS Y7	Reading Age Y7 Autumn	Spelling Age Y7 Autumn	3 CWL English Y7 Progress Check 1	3 CWL English Y7 Progress Check 2	3 CWL English Y7 Progress Check 3
1	Y	F	K	Moderate Learning Diff	N	99.2	Fa2	1.1	1.3		85	8/6	11/6	Fa1	Fa2	Fa2
2		M	K	Speech, Language or	N	98.4	Fb3	Fa2	1.1	92	86	5/6	7/8	Fb2	Fb3	Fa1
3	Y	M	K	Speech, Language or	N	91.9	Fa3	1.2	2.1		93	6/7	11/0	Fa2	Fa3	Fa3
4	Y	M	K	Autistic Spectrum Dis	N	20.2	Fa1	Fa3	1.2		78	13/9	14/10		1.2	2.1
5		M	E	Speech, Language or	N	100	1.3	2.2	3.1	107	109	6/7	8/8	Fa1	Fa2	2.1
6		M	K	Moderate Learning Diff	Y	93.5	Fb2	Fa1	Fa3	89	74	6/7	9/0	Fb3	Fa1	Fa2
7	Y	F	K	Social, Emotional and	N	83.9	Fb3	Fa2	1.1	90	73	13/9	15/10	Fb3	2.1	2.3
8	Y	F	K	Social, Emotional and	N	87.9	Fb2	Fa1	Fa3	87	87	7/6	13/10	Fa1	2.1	Fa2
9	Y	F	E	Speech, Language or	N	100	Fb3	Fa2	1.1	90	84	14/6	14/2	Fa1	1.1	Fa2
10	Y	F	K	Specific Learning Diff	N	100	Fb2	Fa1	Fa3	87	96	7/0	10/3	Fb2	Fb3	Fb2

Catch up – Maths

There were a number of maths intervention programmes starting in September 2018 and running throughout the academic year.

1. Numeracy - Ninja Maths Year 7 and 8 during pm registration Monday, Wednesday and Friday (fortnightly)
2. MyMaths Computer Programme - individual intervention programme set by class teacher
3. Peer mentoring - Year 7 and 8 students selected by PC - selected students have peer mentoring on a certain topic (column method) for 6 weeks. Year 8 paired with Year 10. Year 9 paired with Year 7. Students are identified after each progress check.

The following show the baseline data and progress of our students in receipt of catch-up funding.

Nurture group progress in maths 2018/19

Student	Pupil Premium Indicator	Gender	SEN Status	SEN Need	EAL	% Attendance	KS3 Baseline	KS3 Target Y7	KS3 Target ~2 Y8	KS2: Average Scaled Score	CAT Mean SAS Y7	Reading Age Y7 Autumn	Spelling Age Y7 Autumn	KS3 CWL Maths Y7 Progress Check 1	KS3 CWL Maths Y7 Progress Check 2	KS3 CWL Maths Y7 Progress Check 3
1	Y	F	K	Moderate Learning Diff	N	99.2	Fa2	1.1	1.3		85	8/6	11/6	Fa2	Fa3	1.1
2		M	K	Speech, Language and	N	98.4	Fb3	Fa2	1.1	92	86	5/6	7/8	Fb3	Fa1	Fa1
3	Y	M	K	Speech, Language and	N	91.9	Fa3	1.2	2.1		93	6/7	11/0	Fa3	1.1	1.2
4	Y	M	K	Autistic Spectrum Dis	N	20.2	Fa1	Fa3	1.2		78	13/9	14/10			
5		M	E	Speech, Language and	N	100	1.3	2.2	3.1	107	109	6/7	8/8	1.3	Fa2	2.2
6		M	K	Moderate Learning Diff	Y	93.5	Fb2	Fa1	Fa3	89	74	6/7	9/0	Fb2	2.1	2.2
7	Y	F	K	Social, Emotional and	N	83.9	Fb3	Fa2	1.1	90	73	13/9	15/10	Fb3	1.3	2.3
8	Y	F	K	Social, Emotional and	N	87.9	Fb2	Fa1	Fa3	87	87	7/6	13/10	Fb2	1.3	3.1
9	Y	F	E	Speech, Language and	N	100	Fb3	Fa2	1.1	90	84	14/6	14/2	Fb3	2.1	Fb3
10	Y	F	K	Specific Learning Diff	N	100	Fb2	Fa1	Fa3	87	96	7/0	10/3	Fa1	Fa1	Fa1

Year 8

This data shows the longer term impact of the intervention programme on students' progress.

All but one student is either on or above target (as set by baseline data). All students have made progress since joining the Academy in September 2018.

SEN Status	Pupil Premium Indicator	Gender	% Attendance	KS2: Maths Fine Level Key Stage 2 Validated Result	KS2: Average Fine Level Key Stage 2 Validated Result	KS3 Baseline	KS3 CWL Maths~5 Y7 Progress Check 1	KS3 CWL Maths~6 Y7 Progress Check 2	KS3 CWL Maths~7 Y7 Progress Check 3	KS3 CWL Maths~8 Y7 Progress Check 4	KS3 Target Y8	KS3 CWL Maths Y8 Progress Check 1	Learning Grade Maths Y8 Progress Check 1	Homework Grade Maths Y8 Progress Check 1	KS3 CWL Maths~2 Y8 Progress Check 2	Traffic Lights Maths~2 Y8 Progress Check 2
K	Y	F	74	3.63	3.07	Fa1	Fa3	Fa3	Fa2	Fa2	1.2	1.2	2	3	1.3	Above
K		M	87.5	3.78	3.14	Fa2	Fa3	Fa3	1.1	1.3	1.3	1.1	3	3	1.2	On
K	Y	M	78	3.44	3.37	Fa2	Fa1	Fa2	Fa2	1.3	1.3	Fa3	4	4	1.2	On
S	Y	F	72		2.50	Fb3	Fb3	Fb3	Fa1	Fa3	1.1	Fa3	1	2	Fa3	On
S	Y	F	94	2.50	3.11	Fa1	Fa2	Fa2	Fa1	Fa3	1.2	Fa3	1	2	1.1	On
S	Y	F	97.5	3.19	3.24	Fa1	Fa1	Fa1	Fa1	1.2	1.2	Fa3	1	2	1.2	Above
S	Y	M	99	2.50	2.50	Fb3	Fb3	Fa1	Fa2	1.2	1.2	Fa3	3	4	1.2	Above
K	Y	M	88.5	3.30	3.44	Fa2	Fa2	Fa2	Fa1	1.1	1.3	1.1	2	3	1.2	On
N	Y	M	91	3.85	4.09	Fa3	Fa2	Fa2	Fa3	1.3	2.1	1.1	3	3	1.3	On
K		F	91.5	2.50	2.50	Fb3	Fa2	Fa1	Fa2	1.2	1.2	1.1	1	2	1.3	Above
C	Y	M	93	3.26	3.80	Fa2	1.1	Fa3	Fa3	1.2	1.3	1.1	2	3	1.3	Above
	Y	F	85	3.26	3.93	Fa3	Fa1	Fa3	Fa3	1.1	2.1	1.1	3	3	1.2	Nearly
S		M	86	2.50	3.18	Fb3	1.2	1.3	1.3	2.1	1.2	2.2	1	2	1.3	Above
C		M	96	3.26	3.20	Fa1	Fa2	1.2	Fa3	1.3	1.3	Fa3	2	3	1.2	On
K		M	96	3.26	3.35	Fa2	1.1	Fa3	Fa3	1.3	2.1	1.2	2	2	1.3	On
N	Y	F	99.5	3.37	3.82	Fa2	Fa3	Fa2	1.1	1.3	2.1	1.2	2	2	1.3	On