

Maths Catch-Up Premium

Maths Catch-Up: 2013 – 2015

The two-year programme for the 24 pupils who entered the School with low prior attainment (below level 4C) began with a week's intensive numeracy summer course. This was followed by weekly, small group sessions delivered by our Maths Achievement Tutor throughout the year. All Maths lessons for this group have reduced numbers, with a maximum of 15 pupils. The sessions focussed on basic numeracy work including multiplication of whole numbers and decimals, place value and arithmetic. Teaching Assistants (TAs) were also used to strategically support these pupils during their Maths sessions. Parents were informed of the support these pupils were receiving through academic tutoring. Pupils could also access our My Maths resources at home or additional resources from the School's VLE.

Progress of the pupils was monitored through the School's assessment routines. By the end of the two-year programme:

- 88% had made expected progress (4 sublevels or more)
- 54% had made above expected progress (5 sublevels or more)

Year 6 to End of Year 8 Progress Transition Matrix: Mathematics: 2013-2015

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 Sub Level | | | 2 Sub Levels | | 3 Sub Levels | | 4 Sub Levels | | 5 Sub Levels | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|---|----|-------|-------------|-------|---------|--------------|---------|--------------|--------|--------------|--------|--------------|--|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | # | % | # | % | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 8 | 2 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 24 | 24 | 100.00% | 24 | 100.00% | 24 | 100.00% | 21 | 87.50% | 13 | 54.17% | | |

Maths Catch-Up: 2014 – 2015

The two-year programme for the 22 pupils who entered the School with low prior attainment (below level 4C) began with a week's intensive numeracy summer course. This was followed by weekly, small group sessions delivered by our Maths Achievement Tutor throughout the year. All Maths lessons for this group have reduced numbers, with a maximum of 15 pupils. The sessions focussed on basic numeracy work including multiplication of whole numbers and decimals, place value and arithmetic. Teaching Assistants (TAs) were also used to strategically support these pupils during their Maths sessions. Parents were informed of the support these pupils were receiving through academic tutoring. Pupils could also access our My Maths resources at home or additional resources from the School's VLE.

Pupil progress is being monitored through the School's assessment routines. By the end of Year 7:

- 50% had made expected progress (2 sublevels or more)
- 41% had made above expected progress (3 sublevels or more)

This data will be updated at the end of Year 8 (July 2016).

Year 6 to End of Year 7 Progress Transition Matrix: Mathematics: 2014-2015

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 Sub Level | | 2 Sub Lev... | | 3 Sub Levels | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|----|---------|-------------|--------|--------------|--------|--------------|--|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 2B | | | | | | | 1 | | 2 | | | | | | | | | | | | | | | | | 3 | 3 | 100.00% | 2 | 66.67% | 2 | 66.67% | | |
| 2A | | | | | | | | 1 | 1 | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 1 | 50.00% | 0 | 0.00% | | |
| 3C | | | | | | | | | 2 | | 1 | | | | | | | | | | | | | | | 3 | 3 | 100.00% | 1 | 33.33% | 1 | 33.33% | | |
| 3B | | | | | | | | | 3 | 1 | | 2 | | | | | | | | | | | | | | 6 | 3 | 50.00% | 2 | 33.33% | 2 | 33.33% | | |
| 3A | | | | | | | | | | 2 | 1 | 1 | | 3 | 1 | | | | | | | | | | | 8 | 6 | 75.00% | 5 | 62.50% | 4 | 50.00% | | |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 8 | 3 | 2 | 3 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 17 | 77.27% | 11 | 50.00% | 9 | 40.91% | | |

English Catch-Up Premium

English Catch-Up: 2013 – 2015

The two-year programme for the 23 pupils who entered the School below level 4 began in transition week during the summer holidays. This was followed by a range of small group sessions delivered by our English teachers and, where appropriate, a dyslexia support TA. The pupils also received additional timetabled literacy sessions. The sessions focussed on basic literacy work including reading skills, spelling, punctuation and grammar, vocabulary work, sentence structure and analysis skills. Teaching assistants were also used strategically to support these pupils during their English curriculum time. Parents were informed of the support these pupils were receiving. Pupils also had additional reading time at the start of a specified lesson.

Progress of the pupils was monitored through the School's assessment routines. By the end of the two-year programme:

- 96% had made expected progress (4 sublevels or more)
- 87% had made above expected progress (5 sublevels or more)

Year 6 to End of Year 8 Progress Transition Matrix: English: 2013-2015

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | | | 1 Sub Level | | | 2 Sub Levels | | 3 Sub Levels | | 4 Sub Levels | | 5 Sub Levels | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|----|----|----|---|----|----|-------------|----|----|--------------|----|--------------|----|--------------|----|--------------|----|---------|----|---------|----|---------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | # | % | # | % |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 2 | 100.00% | 2 | 100.00% | 2 | 100.00% |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 2 | 100.00% | 2 | 100.00% | 2 | 100.00% |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | 4 | 4 | 100.00% | 4 | 100.00% | 4 | 100.00% | 4 | 100.00% | 4 | 100.00% |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | | 14 | 14 | 100.00% | 14 | 100.00% | 13 | 92.86% | 13 | 92.86% | 11 | 78.57% |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 3 | 10 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 23 | 100.00% | 23 | 100.00% | 22 | 95.65% | 22 | 95.65% | 20 | 86.96% |

English Catch-Up: 2014 – 2015

The two-year programme for the 23 pupils who entered the School below level 4 began in transition week during the summer holidays. This was followed by a range of small group sessions delivered by our English teachers and, where appropriate, a dyslexia support TA. The pupils also received additional timetabled literacy sessions. The sessions focussed on basic literacy work including reading skills, spelling, punctuation and grammar, vocabulary work, sentence structure and analysis skills. Teaching Assistants were also used strategically supporting these pupils during their English curriculum time. Parents were informed of the support these pupils were receiving. Pupils also had additional reading time at the start of a specified lesson.

Pupil progress is being monitored through the School's assessment routines. By the end of Year 7:

- 91% had made expected progress (2 sublevels or more)
- 60% had made above expected progress (3 sublevels or more)

This data will be updated at the end of Year 8 (July 2016).

Year 6 to End of Year 7 Progress Transition Matrix: English: 2014-2015

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 Sub Level | | 2 Sub Levels | | 3 Sub Levels | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|----|---------|-------------|---------|--------------|---------|--------------|--|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | 4 | 4 | 100.00% | 4 | 100.00% | 4 | 100.00% | | |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 1 | 50.00% | | |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 3 | 100.00% | 2 | 66.67% | 2 | 66.67% | | |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | 6 | 5 | 83.33% | 5 | 83.33% | 3 | 50.00% | | |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | | 8 | 8 | 100.00% | 8 | 100.00% | 4 | 50.00% | | |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 1 | 4 | 7 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 22 | 95.65% | 21 | 91.30% | 14 | 60.87% | | |