



Number of year-7 pupils and amount of catch-up premium received (compared to previous academic years)			
	Academic Years		
	September 2014 - July 2015	September 2015 - July 2016	September 2016 - July 2017
Total number of pupils on roll	92	85	81
Total number of year-7 pupils eligible for the premium	10	7	9
Amount of premium received per pupil	£500	£500	£500
Total amount of year-7 catch-up premium received	£5000	£3500	£4500

Performance of year-7 pupils in English, Reading and Maths September 2016 to July 2017 – Data analysis and impact (based on 9 pupils attending the year-7 catch-up programme)

English Progress	Reading Progress	Maths Progress
	British Picture Vocabulary Score (BPVS)	
1M 71% of 2 to 58% of 3	BPVS 10:05 to 12:00	80% of 2 to 30% of 3
2M 0% of 3 to 71% of 3	BPVS 10:06 to 10:09	11% of 3 to 49% of 3
3M 40% of 1 to 87% of 1	BPVS 6:01 to 6:06	50% of 1 to 90% of 1
4M 21% of P8 to 83% of P8	BPVS 11:07 maintained	0% of P8 to 65% of P8
5F 0% of P8 to 84% of P8	BPVS 6:00 to 6:09	0% of P8 to 98% of P8
6F 68% of P8 to 25% of 1	BPVS 6:09 to 7:09	20% of 1 to 59% of 1
7M 50% of P4 to 5% of P5	BPVS not tested	1% of P5 to 38% of P5
8M 80% of P5 to 81% of P6	BPVS 3:05 maintained	63% of P5 to 27% of P6
9M 0% of 1 to 48% of 1	BPVS 5:02 to 5:03	58% of 1 to 94% of 1
<p>As all year-7 pupils at Lonsdale School benefited from the year-7 catch-up funding, we could only look at the year-7 progress data. We do not have a year-7 group without the catch-up funding to measure the data against. So any end-of-year data for year 7 pupils would not be conclusive without a group to compare against as a control group.</p> <p>However, we can look at progress within the areas of Maths and English and if progress was made to close the gap towards achieving the national expectations in Maths and English at the end of Key Stage 2 as a result of the offered interventions and resources purchased.</p> <p>The above data shows clearly that all pupils made progress towards closing the gap.</p> <p>The ragging colours indicate if a pupil was on target by the end of the school year to achieve the set end-of-key- stage target (green) or if a pupil was working below the set expectations (red). In Maths, two pupils did marginally not meet the set expectations, being 3% and 4% off their target. In English all pupils met their targets.</p>		



Summary of interventions provided and purchases made through the catch-up premium

The nine year-7 pupils attended weekly, 30-minute Maths and Reading booster sessions. Progress made in those sessions was recorded using learning steps identified through B Squared. Pupils worked on individual targets set together with the class teacher. The progress made in terms of completed learning steps was a direct result of the participation in the booster sessions throughout the year, recorded carefully and moderated by the AHT for ARR. The Reading teacher also conducted individual assessments in September and again in July to measure progress using the BPVS.

To further enhance the performance in Reading, school purchased further “Bug Club” reading and phonic resources with differentiated reading tasks that can be monitored and tested by the teacher. These have motivated pupils to read more and in their own time due to the fact that the resources are also accessible from home.

Our English subject leader conducted a questionnaire in the second half of the last academic year to collect pupils’ views on reading, their use of the library and the way they preferred to access books and reading materials. A great number of pupils of all ages stated that they would prefer to access e-books and audiobooks. As part of our quest to further improve the reading provision around school and enhance the school library, three iPads were purchased through the year-7 catch-up funding. The iPads arrived during the summer holidays and are currently being set up. They will not only benefit our year-7 cohort but all pupils at school, and it is hoped that they enable everyone to access books and enjoy reading.

Income and expenditure

A total of £4500 was received for 2016-2017. £1900 was spent on staffing costs for the booster sessions throughout the year. The AHT and the booster-session lead staff worked together to plan, facilitate, run and evaluate the weekly booster sessions. A further £600 was spent to purchase the “Bug Club” reading and phonic resources, and £2000 was spent to purchase three iPads for the library. The total expenditure for the academic year 2016-2017 was £4500.

Conclusions and implications for 2017-2018

The booster session programmes in Maths and Reading were well-prepared and conducted, and staff and pupils enjoyed participating in it. The analysis of progress shows that the booster sessions had a clear impact and led to progress in the areas of Reading and Maths for all year-7 pupils. Progress made was recorded on B Squared. The booster-session programmes should continue throughout 2017-2018.

The progress of the year-7 pupils, who have now gone into year 8, will continue to be monitored to close the gap further. Pupils’ ILPs (Individual Learning Plans) are currently being discussed, and further interventions may be put in place for some of the above pupils.

The impact of the iPad use in the library to enhance reading will be monitored and reviewed. An e-book account, subscription or the purchase of audiobooks will be investigated further in 2017-2018.

School will receive the same amount of year 7 catch-up premium we received in 2016-2017 per pupil. There are eight year-7 pupils, who will all benefit from this valuable funding.

CT September 2017