



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

**Performance of year 7 pupils in Maths and Reading September 2015 to July 2016 –
Data analysis and impact**

Maths Progress

46% of L2 to **12% of L3**
 0% of L2 to **41% of L2**
 87% of P7 to **96% of P7**
 0% of P5 to **63% of P6**
 21% of L1 to **44% of L1**
 60% of P6 to **38% of P7**
 80% of L1 to **34% of L2**

Reading Progress

**British Picture Vocabulary
Score (BPVS)**

BPVS 8:04 to 8:10
 BPVS 11:00 to 11:09
 BPVS 8:01 to 8:10
 BPVS 4:07 to 4:11
 BPVS 5:01 to 6:02
 BPVS 4:04 to 4:10
 BPVS 4:11 to 5:01

English Progress

11% of L2 to **49% of L2**
 44% of L2 to **72% of L2**
 98% of P7 to **41% of P8**
 83% of P5 to **64% of P6**
 6% of P8 to **85% of P8**
 17% of P5 to **87% of P5**
 89% of L1 to **23% of L2**

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.

However, we can look at progress within the areas of Maths and English and if progress was made to close the gap towards achieving level 4 in those areas as a result of the offered interventions and resources purchased.

The above data shows clearly that all pupils made progress towards closing the gap.

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 English only one pupil did not meet the set expectations due to a half-term absence with illness.

In Maths two pupils stayed below their set expectations. They do, however, have two more years in key stage 3 to reach their set end-of-key stage target, in which we will continue to support these pupils to close the gap even further.



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

The seven year-7 pupils attended weekly, 30-minute Maths and Reading booster sessions. The lead LSA in Maths and Reading teacher recorded the progress made in those sessions using learning steps identified through B Squared. Pupils worked on individual targets set. The progress made in terms of completed learning steps was a direct result of the participation in the booster sessions throughout the year and 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.

School purchased the "Bug Club" reading and phonic resources with differentiated reading tasks that can be monitored and tested by the teacher. They have motivated pupils to read more and in their own time due to the fact that the resources are also accessible from home.

Income and expenditure

A total of £3500 was received for 2015-2016. £2850 was spent on staff costs for the lead Maths LSA and the Reading teacher to plan, facilitate, run and evaluate the weekly booster sessions. A further £590 was spent to purchase the "Bug Club" reading and phonic resources. The total spend for the academic year 2015-2016 was £3440.

Conclusions and implications for 2016-2017

The booster session programmes in Maths and Reading were well-prepared and conducted, and all 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 English and Maths for all year 7 pupils. The lead Maths LSA and Reading teacher kept a log and monitored progress over time. Their findings were moderated with teachers and progress made was recorded on B Squared. The impact of the booster sessions on the overall progress in Maths and English have shown an improvement on last year as there are now tighter processes for recording, monitoring and tracking in place.

The booster session programmes should continue throughout 2016-2017. It would be worthwhile upskilling some more LSAs to help deliver specialised sessions in Reading and Maths.

It worked well to have all booster sessions in one subject on the same day every week. This allowed for consistency and routine.

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.

In 2016 to 2017 school will receive the same overall amount of year 7 catch-up premium funding we received in 2015 to 2016, adjusted to reflect the change in the size of our year 7 cohort. For the academic year 2016-2017, we have ten year 7 pupils, who will all benefit from this valuable funding.