

Hornsea School and Language College



Y7 Catch up grant expenditure: for the academic year 2016/17

Overview of the school

Number of pupils and Summer school pupil premium grant received	
Total number of pupils on roll	910
Total number of pupils in Y7 receiving additional support in English	25
Total number of pupils in Y7 receiving additional support in Maths	23
Total amount of Catch Up funding received	£14759

Summary of Catch up funding 2016/17

Objectives in spending Catch Up funding:

To ensure that the students in Year 7 who achieved a Scaled Score of 94 or below in mathematics and/or English are at least making expected progress (MEP) by the end of the academic year.

Summary of spending and actions taken:

Maths – In class teaching assistants, Maths Challenge (1-2-1 or small group work), Nurture Group

English – Small group literacy (Reciprocal Reading, Big Writing and/or Oral to Narrative), in class TA support.

Outcomes:

Please find attached a detailed breakdown of the intervention in place and the student results.

Item/project	Objective	Outcome
<p>Maths Interventions</p> <p>Maths Challenge</p> <p>In class maths support - TA</p>	<p>To ensure students make at least expected progress (MEP) by the end of the academic year. Most students worked in small groups to follow this structured programme.</p> <p>For those working at significantly below national expectations it was more appropriate for the programme to be delivered 1 to 1 or through intensive numeracy input through the Nurture Group.</p>	<p>23 Y7 (2016-2017) students joined HSLC working at a Scaled Score of 94 or less in mathematics (based on KS2 SATS data).</p> <p>Of the 23 students who joined HSLC in Y7 September 2016 (and were still a pupil at HSLC July 2017), who at the end of Key stage 2 had a Scaled Score of 94 or less in mathematics:</p> <p>26% (6 of the 23 students) were working towards expected progress (WTEP) at the end of year 7.</p> <p>39% (9 of the 23 students) met expected progress (MEP) at the end of year 7.</p> <p>26% (6 of the 23 students) were exceeding expected progress (EEP) at the end of year 7.</p> <p>9% (2 of the 23 students) were working under expected progress (UEP) at the end of year 7</p>
<p>English Interventions</p> <p>Big Writing (small group)</p> <p>Reciprocal Reading (small group)</p> <p>Oral to Narrative Programme (small group)</p> <p>In class English support- TA</p>	<p>To ensure students make at least expected progress (MEP) by the end of the academic year. Most students worked in small groups to follow this structured programme.</p> <p>For those working at significantly below national expectations it was more appropriate for the programme to be delivered 1 to 1 or through intensive numeracy input through the Nurture Group.</p>	<p>25 Y7 (2016-2017) students joined HSLC working at a Scaled Score of 94 or less in English (based on KS2 SATS data).</p> <p>A range of targeted interventions was offered to the students, personalised to meet the individual needs of each student. These included: small group literacy sessions (Big Writing, Reciprocal Reading and/or the Oral to Narrative Programme)</p> <p>Of the 25 students who joined HSLC in Y7 September 2016 (and were still a pupil at HSLC July 2017), who at the end of Key Stage 2 had a Scaled Score of 94 or less in English:</p> <p>32% (8 of the 25 students) were working towards expected progress (WTEP) at the</p>

		<p>end of year 7.</p> <p>52% (13 of the 25 students) had met the expected progress (MEP) at the end of year 7.</p> <p>16% (4 of the 25 students) were exceeding expected progress (EEP) at the end of Year 7.</p> <p>No students were working under expected progress (UEP) of those who had joined with a Scaled Score of 94 or less in English at the end of KS2.</p>
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