

## Impact of Catch Up Premium 2017/2018

In the academic year 2017/2018 we had 74 students join us who did not achieve the expected standard in reading or mathematics (or both) at the end of Key Stage 2 (KS2).

We received £10,000 in Catch Up Funding for the year. £8,000 supported our Purple Pathway Provision and £2,000 supported work by HLTAs in mathematics and English lessons.

### **Purple Pathway**

At Maiden Erlegh School we use the majority of our Catch Up Premium funding to provide small group teaching via our Purple Pathway provision.

Purple Pathway is a booster pathway whereby students are taught in small groups for English, mathematics and humanities. They do not learn an additional language. We use humanities and MFL lessons to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy. The aim of the Purple Pathway is to:

- a) Ensure students make at least expected progress wherever possible;
- b) To cover a basic humanities awareness programme through topic based work;
- c) To enable these students to access mainstream KS4 pathways in Year 9. This course runs in Year 7 and Year 8.

Ahead of transition we work closely with our feeder primary schools to identify children they feel are likely to benefit from this provision. We re-assess our lists once we have the Key Stage 2 scores.

Traditionally almost all of our Catch Up students have followed our Purple Pathway. This group would typically number around 20 but last year we had 74 students join us who did not achieve the expected standard in either reading or mathematics (or both) at the end of Key Stage 2. This was the result of a change in assessment methods and criteria rather than a significantly lower ability intake and we therefore allocated our funding and organised our provision as we had previously done.

As a result, the majority of those students identified as Catch Up students were taught in a mainstream provision.

### **Mainstream Provision**

Where the Catch Up children are taught in mainstream they are closely monitored and supported. They are generally taught in smaller class sizes supported by a TA. Data is collected half termly and is scrutinised as part of our Standards Strategy by both subject and pastoral leaders. As a result we are able to intervene with any children at risk of not making expected progress.

### **Catch Up Progress in 2017/18**

All 74 Catch Up students are making at least expected progress in English, mathematics and science.

	<b>At National</b>	<b>Above National</b>	<b>Well Above National</b>
<b>English</b>	7	65	2
<b>Mathematics</b>	3	66	5
<b>Science</b>	-	65	9

**Alison Walker**

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