



## Expenditure

- Continued investment in staffing 1:1 maths catch-up programme
- Acquiring Basic Numeracy Testing Package
- Investment in teaching aids (manipulatives)
- Investment in more bespoke schemes of work

## Impact

The Key Stage 3 Assessment System converts levelled assessment scores into absolute scores to compare all students across the cohort. Below is a summary of the change in absolute scores over the academic year:

	Non-Catch Up Students	Catch Up Students	Difference
Baseline (July 2018)	145	81	63
September Assessment	143	79	64
End-of-Year Assessment (June 2019)	169	111	58

This indicates that Catch-Up students have narrowed the attainment gap, and made 25% more progress than non-Catch-Up students.

Those with SATs scores less than 95 suffered significant progress set-back as an effect of the Summer Holidays.

In Particular, students who could not access the SATs assessments, or scored below 90 have made significant progress in their time with us (54% more progress than non-Catch-Up Students):

	Non-Catch Up Students	<90 or not entered for SATs (5)	Difference
Baseline (July 2018)	145	38	107
September Assessment	143	31	112
End-of-Year Assessment (June 2019)	169	75	92

Those with scores SATs scores  $90 \leq x < 95$  have made 3% better progress than those with scores of 100 or more in their time with us, however they are only group who's gap has widened compared to pre-summer baseline.

	Non-Catch Up Students	$90 \leq x < 95$ (11)	Difference
Baseline (July 2018)	145	83	62
September Assessment	143	73	70
End-of-Year Assessment (June 2018)	169	100	69

Those with SATs scores  $95 \leq x < 100$  have made significant progress in closing the gap. Interestingly they are the only group whose scores were not affected by the Summer Holidays. They have made 50% more progress than non-Catch-Up students:

	Non-Catch Up Students	$95 \leq x < 100$ (20)	Difference
Baseline (July 2018)	145	85	60
September Assessment	143	87	56
End-of-Year Assessment (June 2019)	169	121	48

Additionally the following students (in set 5 throughout the entire academic year) were assessed at two points using the standardised Basic Number Screening Assessments. Below are their results:

Surname, Firstname	SATs Score	Change in Raw Score	Change in Number Age – Change in Actual Age (Months)	Change in Standardised Score	Change in Percentile
Student 1	89	3	0	2	2
Student 2	87	9	22	12	11
Student 3	89	2	-6	2	3
Student 4	92	1	-5	-1	-2
Student 5	N/A	-1	-12	-4	-2
Student 6	94	7	15	15	35
Student 7	92	8	18	12	10
Student 8	90	6	12	8	13
Student 9	91	3	2	1	2
Student 10	90	2	-2	-1	-1
Student 11	92	3	0	2	4

On average these students 'Number Age' increased by 4 months more than their actual age. Standardised scores improved by an average of 4, and on average students moved up 7 percentile places. On all measures these students have demonstrated that they are 'catching up' to their peers.

#### Action Points for Academic Year 2019-20

1. TA support for <90 students within lessons
2. Y10 student mentors, 30 minutes per week with 90-95 students
3. 95 students to benefit from more mixed ability setting as a results of parallel banding (two top sets, two set 2s, etc.)
4. 1-1 intervention where needed