

SLAT Year 7 Catch Up Funding Statement : Bourne Academy 2017-18

Mathematics

Definition

Students were identified as in need of catch up funding intervention if they achieved a KS2 score of less than 100 at the end of KS2 and in addition they also scored less than 100 in their GL baseline assessment for Mathematics on entry into Bourne Academy.

In the academic year 2017-18 this constituted 52 students.

Intervention

Catch up funding was used to create additional, smaller teaching groups in Mathematics for these students with lower prior attainment, meaning that the average class size for these students was 15 students per class compared with 27 per class for the rest of the cohort.

In addition, students who achieved results in the KS2 and baseline testing of between 90 and 99 received additional intervention during tutorial periods.

Impact

Baseline	Below average progress	Average progress	Above average progress
Below 80	2	2	10
80 to 89	3	0	14
90 to 99	5	0	15

English

Definition

Students were identified as in need of catch up funding intervention if they achieved a KS2 score of less than 100 at the end of KS2 in the English reading assessment and in addition they also scored less than 100 in their GL baseline assessment for English on entry into Bourne Academy.

In the academic year 2017-18 this constituted 48 students.

Intervention

Catch up funding was used to create additional, smaller teaching groups in English for these students with lower prior attainment, meaning that the average class size for these students was 17 students per class compared with 28 per class for the rest of the cohort.

In addition, students accessed the Accelerated Reader programme on a weekly basis. Catch up funding was used to purchase additional texts for the programme for students who have below average reading on entry to the Academy.

Impact

Baseline	Below average progress	Average progress	Above average progress
Below 80	5	0	7
80 to 89	7	0	12
90 to 99	4	3	8