

2017-18 Year 7 Catch-up Analysis

17 students were in the English catch-up group; 19 students were in the maths catch-up group (5 were in both groups). One student (who was in both catch-up groups) transferred to a different school in North Cornwall during January 2018. This student has been removed from the data shown below.

English group: 6 female (38%), 10 male (63%)
5 disadvantaged (31%)
9 SEND (56%)

Maths group: 8 female (44%), 10 male (56%)
6 disadvantaged (33%)
9 SEND (50%)

Progress analysis

Average summer term VA (progress relative to target)

	English	Maths
Students in the catch-up group	1.31	-0.06
Students not in the catch-up group	-0.32	-0.12

- In English, students in the catch-up group made considerably better progress relative to their target grade, compared to students not in the catch-up group.
- In maths, students in the catch-up group made slightly better progress relative to their target grade, compared to students not in the catch-up group.

Average summer term VA for the identified groups: English

	all	male	female	disadv	non-disadv	SEND	non-SEND
Students in the catch-up group	1.31	1.10	1.67	1.00	1.45	1.33	1.29
Students not in the catch-up group	-0.32	-0.55	-0.07	-0.28	-0.33	-0.30	-0.32

- In English, boys, girls and students in the identified groups (disadvantaged and SEND) who were in the catch-up group made considerably better progress relative to their target grade compared to students not in the catch-up group.

Average summer term VA for the identified groups: maths

	all	male	female	disadv	non-disadv	SEND	non-SEND
Students in the catch-up group	-0.06	0.00	-0.13	0.17	-0.17	-0.22	0.11
Students not in the catch-up group	-0.12	-0.23	0.00	-0.33	-0.07	-0.63	-0.04

- In maths, boys and students in the identified groups (disadvantaged and SEND) who were in the catch up group made better progress relative to their target grade compared to students not in the catch-up group.
- Girls in the catch-up group made less progress than their peers.

Attitude to learning analysis

Average summer term ATL

	English	Maths
Students in the catch-up group	3.38	3.11
Students not in the catch-up group	3.81	3.72

- In both English and maths, the ATL of students in the catch-up groups was lower than that of the students not in the catch-up groups.

Change in ATL across the year (autumn term data entry to the summer term data entry)

	English			Maths		
	-	0	+	-	0	+
Students in the catch-up group	13%	75%	13%	44%	56%	0%
Students not in the catch-up group	9%	62%	29%	19%	64%	16%

Key - ATL grade has decreased
0 ATL grade has not changed
+ ATL grade has increased

- In both subjects, larger proportions of students in the catch-up groups had declining ATLs in comparison to students not in the catch-up groups, with few, if any, students in the catch-up groups improving their ATL grades.
- The decline in the ATL grades of catch-up students is more significant in maths than in English

Summary

- The best progress was seen in the English catch-up programme, where all students, including those in the identified groups, made better progress than their peers.
- Progress in the maths catch-up programme was not as strong as in English .
- The ATLs of students in both catch-up groups did not improve as much as their peers.
- The progress outcomes for the 2017-18 catch-up groups closely match those from 2016-17, indicating that for a second consecutive year, the progress of the students involved in the English catch-up programme has exceeded that of the students involved in the maths catch-up group.
- In both 2016-17 and 2017-18, the catch-up programmes have resulted in better progress for the catch-up students than for their peers; in English, the difference has been significant for two consecutive years whereas in maths the difference has been minimal for two consecutive years.
- In 2016-17, the majority of students in the English catch-up group had declining ATLs across the year; this has improved in 2017-18 with most students maintaining the same ATL grade.
- In Maths, a slightly larger proportion of catch-up students (44%) have declining ATLs in 2017-18 compared to 2016-17 (30%), with no Maths catch-up students improving their maths ATL grade in 2017-18.