



Year 7 Catch-Up Premium Report 2019/20

Principal of the Funding

The Literacy and Numeracy Catch-Up Premium gives state-funded schools additional funding to support Year 7 students who did not achieve the expected standard in reading or Maths at the end of Key Stage 2 (KS2).

The 'expected standard' is derived from the scaled scores achieved by students in their Year 6 National Curriculum tests (SATs) in mathematics, English reading and English grammar, punctuation and spelling. Each student's scaled score is based on their raw score which is the total number of marks they scored in their tests, based on the number of questions they answered correctly.

The raw scores students achieve in the tests are then converted into scaled scores, to ensure that accurate comparisons of performance over time can be made.

A scaled score of 100 will always represent the 'expected standard' on the test. Students scoring at least 100 will have met the expected standard on the test. The Catch-Up Premium is provided to secondary schools to support them in ensuring that every pupil in Year 7 who did not meet the 'expected standard' in Maths or English can be given additional support.

Allocated Funding

In 2019-20, Royds School received £23,140 in Catch-Up Premium funding. This amount is now allocated on the basis that schools receive the same overall amount of Year 7 catch-up as they received in 2015-16 but adjusted to reflect the change in size of the Year 7 cohort between the October censuses.

The School is not expecting to receive an allocation in 2020/21 due to the Covid Catch Up Premium.

Identifying and Support Catch-Up Premium Students

The School uses the detailed breakdown provided in the 'Question Level Analysis' function of the Analyse School Performance (ASP) service to identify the specific students and / or micro-populations in which our new Year 7 students did not reach the expected standard. We then use the analysis of this information to tailor our provision for these students to meet their needs and accelerate their progress in mathematics, reading, grammar, punctuation and spelling.

Students receive this intensive intervention for one term, with a mid-point assessment, taking place to ensure that the strategies being employed are effective and to allow the teachers to adapt their planning according to each student's progress. The groups of students eligible are on rotation throughout the year with the lowest scoring in the school's formal baseline assessments being prioritised on the first rotation. Full schemes of work are delivered and continually assessed.

English

In addition to the bespoke intervention provision, the Accelerated Reader Programme and Suffolk Reading Test start at Assessment Point 1 and students who are identified as being eligible for catch up funding may receive a bespoke programme of support with the English Intervention Leader.

Maths

Smaller class sizes in the lower set Maths classes in Year 7 also help to provide the extra support and attention those students who are eligible for Catch-Up Premium may benefit from - this equates to four hours per week. This is available on a rotational basis for all those accessing the Maths funding

Impact of Catch-Up Premium Spending 2019-20

Chosen Action/Approach	Review Impact	Lessons Learnt	Funding Allocated
Transition - Identify within transition and through liaison with primary school's students with high level needs (Nurture Cohort).	Close relationship with primary feeder schools maintained, which allows early identification of nurture cohort. This in turn allows additional time for slower phased transition and planning for staffing once in Year 7.	This strategy needs to be ongoing each year so that sufficient planning time can be allocated to ensuring a smooth transition of pupils in the nurture group, and to allow them to be successful.	£30,655
Key Cohort - Audit students below 100 (KS2) and identify area of most need.	Discussion with HODs English and Maths to decide setting based on students below 100. Setting in Maths used KS2 data. Students taught in smaller classes. TA support allocated to nurture class. English taught in mixed ability sets.	Needs to happen as matter of course without funding allocation. 2020 impossible as COVID lockdown prevented KS2 SATS data being produced. Purchase CATS tests for whole of Year 7.	£967
Identification/base lining - Analysis of KS2 data with spreadsheet created on children below 100.	Students identified and added to tracking spreadsheet. All teachers notified of which students were below 100 for wave 1 intervention.	Needs to happen as a matter of course. 2020-21 cohort data will be analysed following CATS testing, then intervention planned for those requiring catch up.	£967
Data/Assessment - Intervention cohorts identified after each Data Collection Point	Cohort for academic mentoring identified after DC1. DA boys identified as underachieving group. Academic mentoring led by LBO began but couldn't continue because of lockdown.	Two DA boys cohorts in year 7 and 8 targeted for reading catch up and to foster love of books.	£967
Data Analysis - Use question level analysis of KS2 SATs to cross-reference areas of need.	Difficulties accessing tests so not useful as a strategy. HOD's English and Maths both ensure KS3 curriculum builds forwards from KS2 SATS paper questions, though with some revisit time built in for loss of learning over summer holidays.	HOD's English and Maths to be familiar with the KS2 SATS test papers to ensure continuity of learning. 2020 cohort to use data analysis from CATS tests.	£1,523

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Improve Reading - Implement a programme of catch up reading for students with Reading Ages below chronological.	Focus was on adapting the curriculum. Yr 7 studied Lord of the Flies which had previously been an A Level text. This increased the level of challenge and students thrived on it. Current research shows reading ages increasing by students being read aloud to, ie modeling reading for pleasure. Thus content was being delivered by an expert which helped with understanding and confidence. Additional GCSEPod intervention set for the targeted 100 cohort. Trained English staff in KS3 pathways to deliver one to one reading intervention. Library time using STAR reading test	Better promotion of GCSEPod at year 7 needs to be undertaken to get a better uptake by students. Student enjoyment of the reading aloud sessions. Reading aloud to share stories and foster a love of reading will be continued in line with research suggesting student reading ages can increase by 8 months by listening and engaging with challenging texts.	£1,260
Reading for Pleasure - Liaise with Book Buzz to inspire the love of reading in Year 7 learners.	Year 7 students all bought a book through Book Buzz to read for pleasure. These were given out in assembly to raise status of reading. Through cultural literacy lessons, year 7 and 8 students were read to, to inspire enjoyment of reading. Etymology of words unpicked to develop literacy.	Continue cultural literacy lessons. Address literacy and oracy through whole school action plan to develop talk for writing. Maintain contact with Book Buzz to order books for 2020 cohort of year 7.	£300
Curriculum Access - Nurture group (P cohort), withdrawal from French and receive extra literacy.	Strategy allowed the nurture cohort to access additional English/ literacy lessons instead of French. Built on the concept that until literacy levels are high enough French or Spanish would be difficult to access.	Strategy reviewed at start of academic year 2020-21. Spanish started as students enter year 8.	£0
Enrichment - Target enrichment club at specific students who are below 100 on entry.	21 after school clubs available to access, including 7 targeting literacy and one for numeracy. Every child in the below 100 cohort has been part of 2 or more enrichment opportunities. 12% of the cohort attended a literacy-based activity and 3% attended Maths Club. Literacy Club, Debating Club, Library Club and the Homework Club developed confidence in reading, accessing text, speaking out loud and developing vocabulary.	Difficult to maintain after school clubs for year 7 pupils in COVID 19 world as this would mean the mixing of year group bubbles. In HT2 look at year 7 only after school clubs	£7,201
Intervention & Support – Nurture group to have permanent TA working with them across the curriculum.	The same TA has worked with this cohort consistently providing support to all students in the class. The TA chosen is a qualified primary teacher. This has been an effective strategy at providing key one to one support or key one to small group support within the class.	Strategy will be kept. TA to be permanent in all 8P, 9P, and new 7P lessons.	£3,648

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<p>Intervention & Support - KS3 Maths Lead to run after school catch-up intervention club which addresses gaps in knowledge</p>	<p>Students identified through data analysis were sent letters to access after school catch up sessions in Maths to address gaps in knowledge. Special Hegarty group created with queue jump pass to incentivize completion of all tasks. The Yr 7 & 8 Maths after school club was an emerging strength within the Maths department before lockdown. Attendance figures were rising weekly</p>	<p>After school intervention session not possible in September October 2020 because of COVID 19. Use of additional Hegarty group will be utilized once CATS data is analysed to identify those students who need wave 2 intervention.</p>	<p>£7,201</p>

