

Catch-up Premium

How much funding did we receive in 2019-2020?

The DfE provides additional funding to schools for each Year 7 pupil who is not meeting 'Age Related Expectations' in either Reading and/or Maths at Key Stage 2. This funding is not ring-fenced, however there is an expectation that pupils are provided with the support required to ensure they are more likely to succeed at secondary school. For the academic year 2019/2020, we received £25,998.

How did we spend last year's allocation?

Actions	Cost
Phonics. We will be launching a comprehensive phonics programme in Year 7, which will be aimed at all students who are well below age related expectations at KS2. Additional staffing will be assigned to this programme so the staffing ratio will be 1:5.	£8000
Staffing for Study Plus. We will be having two Study Plus groups where students will have extra literacy/numeracy lessons.	£6676
Resources for Study Plus. Purchasing of resources for Study Plus.	£1000
Staffing and Resourcing for Literacy Toolbox. Purchasing of literacy toolbox and staffing to run sessions.	£3000
TA Support in lessons.	£5822
Comprehension Intervention Staffing.	£1500
	Total £25,998

How last year's allocation made a difference to the outcomes of the pupils?

During the academic year, we ran phonics as a major intervention for the first time and we looked at all students who were significantly below age related expectations at KS2 for reading. This included students who were entered for the SATS but achieved an N, those students who were a B, EAL students without prior data and students who scored between 80 and 95. We assessed the students at the start of the programme and at regular intervals to ascertain progress. Students were assigned to a small group and followed a phonics programme which was bespoke and relevant to their needs. Through regular assessment, we could ensure that students still followed a programme relevant to their needs. We had fifty-three students on the programme initially at the start in September. This increased to fifty-six students due to new EAL arrivals. By the start of lockdown, 73% of students were accessing mainstream English lessons which shows the positive impact of phonics on students' literacy levels.

During this academic year, we also tweaked the Study Plus provision so that there were two smaller groups on each half of the year. One group was run as an EAL intervention and led by the EAL HLTA and focused on the key areas which our EAL students need to address, especially with writing e.g. sentence structures etc as well as focusing on improving reading and numeracy basic skills. The other group was taught by the SENCO and focused on using a combination of different resources including the PIXL NOW (No Opportunities Wasted) which contains a wealth of resources to support gaps in both literacy and numeracy, manipulatives for Maths as recommended by the EEF guidance on 'Improving Mathematics in KS2 and KS3' and additionally, teaching students basic German so that they are exposed to a language as part of their cultural capital. Within both Study Plus groups, students were tested regular using the KS2 SATS papers to ensure that we could ascertain progress.

In order to support students further with their literacy, we also purchased the Literacy Toolbox which is an online programme with a variety of different literacy activities including spelling, reading, writing sentences etc. We launched this through our LRC programme where students have a fortnightly lesson in the library. Students on the programme made an average of eight months progress in terms of reading age (from November 2019) prior to lockdown.

Likewise, we also ran our own comprehension programme for those students whose KS2 reading score was just below age related expectations i.e. a standardised score from 96 to 99. Students have a lesson per week where they follow this programme. Students' reading ages are assessed at the start of the programme and assessed at the end of the term. Prior to lockdown, students made impressive gains with some attaining their chronological age and some students where their reading age increased by twelve months or more.

Finally, we ensured that we implemented consistent TA support for the two groups as both groups were challenging in terms of both learning and behaviour. This worked effectively as 95% of students settled well into the academy and showed that they could consistently work well and to the best of their ability.

English

Year 7 Catch –Up Literacy 2019-2020

Target:

Students	Number	Percentage
ARE (100+) on entry	151/216	70%
After ½ Term	160/216	74%
After 1 Term	171/216	79%
After Spring ½ Term		
After 2 Terms	195/216	90%
At May Half Term	Unable to take place due to Covid 19	
End of Year 7 Assessment	Unable to take place due to Covid 19	

Maths

Year 7 Catch –Up Numeracy 2019-2020

Target:

Students	Number	Percentage
ARE (100+) on entry	166/216	77%
After ½ Term	172/216	80%
After 1 Term	181/216	84%
After Spring ½ Term		
After 2 Terms	199/216	92%
After May ½ Term	Unable to take place due to Covid 19	
End of Year 7 Assessment	Unable to take place due to Covid-19.	