

Year 7 Catch Up Premium Report

The Department for Education has made available additional funds for improving the attainment of our disadvantaged pupils, known as the Year 7 Catch-Up Premium. The funds are primarily aimed at improving maths and English levels at Key Stage 2. An allocation is made for every pupil who has not achieved the expected level in reading and/or writing at Key Stage 2 as per the October school census.

This report summarises how the 2018-19 funding was spent and how we intend to spend this year's funding. Most importantly, it provides information on the outcomes of the spending and the improvements made amongst our pupils.

Year 7 Catch-Up Premium 2018-19	
Total number of pupils on roll	
Total number of pupils eligible for Year 7 Catch Up Grant	26
Amount of Year 7 Catch Up Grant received per pupil	£500
Total amount of Year 7 Catch Up Grant received	£13,000.

Spending of the Year 7 Catch-Up Premium 2018-19

Objectives

To support the attainment of these pupils and aid their progression into the secondary curriculum.

Whilst the national expectation is that the catch-up premium should support pupils in moving to school ready by the end of Year 7 the majority of our eligible pupils were working more than one whole level below this at the end of Key Stage 2. For those operating at really low levels, progression over the course of Year 7 is an unrealistic expectation. When evaluating the impact of the premium we therefore consider expected progress and the development of softer skills such as resilience and independent working which have a massive impact upon pupil progress throughout Key Stages 3 and 4.

1. Literacy

a. Summary of Spending

Increased staffing to facilitate:

- Small group teaching.
- Small group phonics sessions.
- Literacy intervention sessions.
- Lexia intervention.
- Accelerated Reader intervention. (trailed T6 18-19)
-

Training for staff in Accelerated Reader (July 2019) and Lexia programme.

Resources including:

- Age appropriate levelled books (fiction & non-fiction) for school library.
- Vocabulary books to facilitate cross-curricular literacy initiative.

b. Intervention

- Targeted Lexia intervention support (one-to-one and small group).
- Targeted support during daily whole school reading sessions.
- 6th Form students acted as Reading Mentors to support and inspire targeted Year 7 pupils.
- Accelerated Reader programme. (implementation July 2019)
- Reading for pleasure introduced to timetables.

2. Numeracy

a. Summary of Spending

Increased staffing to facilitate:

- Small group teaching.
- Numeracy intervention sessions.
- Maths passport intervention.

Extra emphasis and support on:

- Mathematics.
- My Maths software package.
- Resources to support Maths and the early development of key strategies.
- Maths puzzles and games.

b. Intervention

- Targeted numeracy intervention support (one-to-one and small group).

NB. All interventions were in addition to normal lessons per week each of English and maths.

Astor College uses the question level analysis function (QLA) in the Analyse School Performance (ASP) service, to identify specific areas to focus on with new year 7s who haven't reached the expected standard in key stage 2 tests.

QLA gives a breakdown of individual pupils' performance in each question and element of the three KS2 tests:

- mathematics
- reading
- grammar, punctuation and spelling

Last year, the funding was used to support students through weekly 1:1 or small group sessions in literacy and / or numeracy, building a stronger skills base with which to access the whole curriculum and therefore developing confidence. It was also used in part for the summer school transition event where students undertook lessons, activities and attended events to help with the transition from primary to secondary. (see Summer School survey Doc)

Year 7 students are being supported in two ways: a reading/phonics programme and access to Lexia.

Lexia is predominantly phonics based, focusing on the acquisition of literacy skills. This phonics intervention is accessible, engaging and promotes confidence and positive self-esteem as well as progression. The programme starts at a low level, beginning at initial letter level and includes a simple comprehension element, but has a more mature, age-appropriate interface. It has content ranging from basic phonological awareness to more advanced decoding skills. Phonemic awareness and decoding strategies are so important for *quality* reading comprehension to support success at Secondary school level in order to be able to access the curriculum. It supports the identification of each pupil's needs to tailor the intervention needed and promote progress.

Literacy in 2019-20:

Accelerated Reader and Buster Book Club are being implemented and developed as interventions from September 2019. The students across the college are being tested for Accelerated Reader during the first 3 weeks of Term 1 to enable us to identify their STAR level and this will then enable us to identify the appropriate literacy resources and books for the greatest impact. The college has developed a new library, which will provide books, and an intervention space for the students resourced with appropriate / age appropriate resources. The Sen department are developing an intervention library based within their area of the school and they will use this resource for helping those identified as being behind with their reading age and needing catch up support.

Numeracy in 2019-20:

The maths team have developed a focused and targeted approach to supporting students with difficulties in maths development. This helps with improving understanding of shape, number patterns. Progress is tracked in the students driving license booklet. Identification of the students to be included has been also achieved using the scaled score for KS2, unless that score is reflective of a student's SEN, in which case they will receive targeted and appropriate numeracy intervention in the LSC.