

Year 7 Catch Up Premium – 2018-2019 Review

How we are allocating the 2018-2019 Catch-Up Funding:

In the academic year 2018-2019 we received £15,175.00 to provide support for pupils that did not reach the expected standard in reading or maths at the end of KS2.

- 26% of the Y7 in 2018-2019 did not reach the expected standard in reading at the end of KS2.
- 24% of the Y7 in 2018-2019 did not reach the expected standard in maths at the end of KS2.

The main expenditure was to allocate a full-time HLTA maths specialist to work with targeted groups to ensure the fundamentals of numeracy and maths are taught and consolidated.

Along with the HLTA in maths we also employed a part-time English specialist to work with targeted pupils to allow us to bridge the gap between the requirements of the KS2 curriculum and the secondary curriculum. Pupils were introduced to the secondary English curriculum whilst consolidating the basic literacy skills.

The identified pupils for HLTA support will continue to be supported in Year 8 as we endeavor to move everyone towards age related expectation.

Reading, handwriting and numeracy support programmes are consistently used for pupils as staff identify the need for this/these types of intervention.

Literacy

We used the following interventions to improve the literacy skills of our below level 4/ not at expected standard cohort:

- Catch-Up Peer Reading
- Sounds Write
- Stairway to Spelling
- Handwriting

Below is some anonymised reading data from identified/targeted pupils:

	Reading SS Sept 18	Reading Age Sept 18	Reading SS Sept 19	Reading Age Sept 19
Pupil 1	70-	<5.6	82	08:10
Pupil 2	90	10:07	116	15:06
Pupil 3	72	07:00	79	08:06
Pupil 4	Didn't Score	Didn't Score	86	09:03
Pupil 5	87	09:07	93	10:07
Pupil 6	75	07:02	97	12:00
Pupil 7	70-	06:05	70	07:00
Pupil 8	70-	06:05	80	08:02
Pupil 9	70-	<5.6	88	09:11
Pupil 10	70-	05:09	95	11:08

Numeracy

Our numeracy provision ensured additional support for our below expected standard students through intensive support in small groups or one-to one support for those students that needed it the most. We taught these identified pupils through a bespoke curriculum that was designed to develop confidence in the key number concepts as a significant amount of time in Year 7 Autumn and Spring terms were devoted to building their competency skills, which would affect their success in other areas of mathematics and therefore their progress through the whole year.