

# Year 7 Catch-up Premium

## Wellington School 2019-2020

### What is Year 7 catch-up premium?

The Year 7 Catch-Up premium provides additional funding to schools to accelerate the progress of identified pupils in English and Mathematics. The funding is aimed at Year 7 pupils who have not met the national standard in the Key Stage 2 national curriculum tests in reading and/or mathematics. The funding enables the school to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it, so that they catch up with their peers.

Funding allocation: £12,521

### Spend allocation academic year 2019-20

Catching up funding will be targeted to the specific need of the recipient and will therefore be spent in a variety of ways, including:

- The new SENDCo will take over Catch-Up Premium from September 2018 and oversee the work of the HoD of Maths and English
- Supporting home learning and strategies such as mastery and metacognition which are well embedded into departmental intervention
- Resources to support learning in the classroom and literacy-based activities as part of tutor programme e.g. Numeracy Ninjas
- Catch-Up Literacy Programme Delivered each week by students below secondary-ready literacy score
- Timetable Rock stars 5 minutes at the start of lessons
- NGRT Reading Age Data will be utilised to support the measurement of progress in Catch-Up Y7 students who are still below a reading age of 11 at the end of Y7.
- The year group is setted in mixed attainment group. However, those who are not secondary ready remain in a “nurture” group. The group has specialist teaching and TA support across the curriculum. This cross-curricular approach to learning supports the skills development from Primary.
- Teachers and Learning Support Assistants offering extra intervention and support in literacy and numeracy.
- Enhanced Transition and support. A New Pupil day is held in July- but the day before a Vulnerable New Pupil day is held for PP/SEND and Catch-up students is used to support the transition and quickly gauge the support needs of these students.
- Pupil and parent sessions are run with a literacy and numeracy focus, after gaps have been identified (from KS2 RAISE data).
- Wider literacy and numeracy across the school. Use of school marking symbols for correction of literacy errors.
- All Catch-Up pupils received a selection of reading books to support their independent reading
- **Letterbox Learning:** these resources (Latest books/ puzzles) see pupils receive a postcard home telling them that there is a parcel for them to collect in school with resources to

support learning in both literacy and numeracy. Lunch time sessions are run with the KS3 coordinators for English and mathematics to support the use of the resources.

- 1-1 Times table mentoring using a specially designed coaching programme (year 10 student with a year 7 student) to help catch up students improve their fluency with times tables.
- Catch up cohort mathematical modelling evening – parents of all catch up cohort students were invited to come along with their children to an evening event, involving tips on how to help with Maths at home, some problem-solving challenges and some Maths workshops run by staff and sixth formers.
- All catch up cohort students were issued with a Maths “goodie bag”, including some Maths revision materials and stationery. All parents were also sent a book about helping their child at home with Maths.
- Y7 interform Times Table Rockstars competition raised the profile of the importance of fluency in times tables, over half a million questions were answered by year 7 students during the 6 weeks of the competition.
- School involvement with Teaching for Mastery Advocate Programme to help develop teaching techniques to support the mathematical development of all students in mixed attainment classes.

## Impact

### Y7 English Catch-Up Intervention

While the full completion of the Catch-Up Literacy programme wasn't possible in 2019-20, most pupils identified to need this further intervention in the October 2019 NGRT did progress significantly and some completed the programme. Of the 10 pupils identified for weekly sessions, 20% achieved 'secondary ready' standards for phonics whilst 60% were extremely close to this and would have achieved this standard inevitably by Easter. The remaining 20% of the group already have continued interventions with the SEND team to support their progression as EAL pupils. All students significantly progressed between October 2019 and February 2020.

All students significantly progressed their spelling scores although on 1 pupil achieved the 'secondary ready standard' by February 2020.

The reading ages of the 8R pupils involved were reassessed in November 2020 using NGRT (delayed due to logistics of group assessments). The data indicates that of the 6 pupils in the programme, 3 have reached secondary-ready levels for their reading age (11+). The 3 remaining pupils are integrated into the Guided Reading programme. Post the extensive period of school closure, our current data suggests 50% of 8R (8 pupils) have achieved a 'secondary-ready' reading age. All pupils below have been incorporated into the Guided Reading programme organised by the SEND team and E. Gilbert.

While the planned use of extra English time for 8R was hoped to include a continuation of their LRC lessons; the DSIP reflects plans for an increased focus on literacy by focusing on classic narratives (e.g. tragedies) and GCSE text abridgements in the additional learning time. This is intended to increase the time pupils dedicate to regular reading and to help prepare them for their GCSEs.

## Y7 Maths Catch-Up Intervention

Between September 2019 and February 2020, a range of Mathematical intervention strategies were implemented with the catch-up cohort.

One of the main focuses was trying to improve fluency and confidence in times tables. After an initial baseline, 8 students were identified as needing intervention with their times tables. Over the course of a term, these students worked daily with year 10 mentors on improving their times tables using a specially designed one-one coaching programme. By January 2020, the group had improved their times table recall by over 100%. This intervention was consolidated by Times Table Rockstar activities as starters for year 7 lessons and a year 7 interform Times Table competition, where over half a million times table questions were answered by year 7 students in just 6 weeks.

The nurture group received an extra hour of Mathematics teaching each fortnight, and this group was taught by a teacher with specialist expertise in dyscalculia and teaching Maths to students with SEND. In addition to this, 40% of the catch-up cohort students in mixed attainment classes made improvements relative to their peers in their first termly assessment (December 2019). With 100% of these students showing improvements in basic numeracy skills.

Unfortunately, due to the school closure the full impact of the interventions was unable to be assessed. However, these students will be continued to be monitored in year 8, with planned interventions to be implemented.