

Year 7 Catch-Up Premium 2019-20

What is the Catch-Up Premium?

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2

How much Year 7 Catch-Up Premium did we receive for 2019-20?

For the academic year 2019-20, the College received the same overall amount of Year 7 Catch-Up Funding that they received in 2018-2019. This was adjusted to reflect the percentage change in the size of our Year 7 cohort, based on the October 2019 census. Funding for the 2019 to 2020 academic year arrived on 1 March 2020. The College received £16,300

KS2 SATs results May 2019 revealed;

- 23 pupils did not meet the KS2 expected standard in writing
- 27 pupils did not meet the KS2 expected standard in Reading.
- 25 pupils did not reach the KS2 expected standard in Maths.
- 19 pupils did not reach the KS2 expected standard in Reading and Maths.

How did Castle Donington College spend the funding 2019-20?

The DFE document 'Literacy And Numeracy Catch-Up premium Guide for Schools' suggests there are a variety of different approaches available to support low-attaining year 7 pupils to catch up in literacy, with robust evidence to show if they work or not. Writing interventions appear to show consistently good results. Reading comprehension interventions generally have a positive effect on pupils' attitudes towards reading; computer-based interventions appear effective, and some one-to-one methods have substantial positive results on pupils' literacy progress.

There is however, inconsistent evidence around how effective phonics approaches, summer and Saturday schools, and blended interventions are as a catch-up strategy for low-attaining Year 7 pupils. The report goes on to suggest that much less is known about what works to support low-attaining Year 7 pupils catch up with their peers in numeracy. The few numeracy interventions which have been trialled with Year 7 pupils have not proven to be effective.

There is evidence to show that transition from primary to secondary school is a time where progress for some pupils can be below what would be expected. It therefore follows that a smooth transition should help facilitate pupils to catch up with their peers. The report suggests that key principles which appear to facilitate the transition from primary to secondary school include: maintaining collaboration before and after transfer; facilitating effective communication; prioritising and investing in school visits and induction programmes; developing practices for particular types of pupils and ensuring clear roles and responsibilities for transition is supported by senior leaders and evaluated

Based on these findings the funding was used to raise attainment of eligible pupils at Castle Donington College, in English and Maths, in the following ways:

- a. **Enhanced staffing to provide small group support/ intervention** for pupils in English and Maths
- a. Introduction of the **Accelerated Reading** programme following staff training.
- b. Introduction of Online **Maths Support Packages**
- c. **Support materials and resources** for pupils to work at home with parents
- d. Enhanced focus / liaison during **Primary Transition and Induction** programmes 2019-20

How did Castle Donington College spend the Year 7 Catch-Up Premium?

We were able to use the question level analysis function in the Analyse School Performance (ASP) service, to identify specific areas to focus on with our new Year 7 pupils who hadn't reached the expected standard in Key Stage 2 Tests.

The funding we received was allocated in the following ways;

1. Small group support (£10,200) Enhanced Staffing

In Year 7, the lower ability sets in Maths had additional support from an experienced maths teacher. Funding was also used to release an experienced teacher of English to work with identified pupils in small groups and fund an additional Learning Support Assistant. Smaller class size incurs a cost for staff to pupil ratios.

2. Accelerated Reader (£2700)

We wanted to create a culture of independent reading within the College starting with the Year 7 cohort. Independent reading can be a key strategy for addressing learning loss. Accelerated Reader is a pupil-friendly way to integrate daily independent reading into our curriculum. All pupils in Year 7 were allocated 30 minutes of dedicated reading time each day. Staff of all disciplines received training to ensure a College wide approach.

3. Tutor Time Intervention (£2,800) Enhanced Staffing

Additional staff time was created and Leaders of English and Maths were deployed to provide intervention activities with lower ability pupils, during both registration and at after school clubs. Designated classroom space was made available for small group withdrawal. Pupils were tracked as a distinct group, results were monitored closely with appropriate intervention strategies agreed and reviewed at fortnightly Line Management meetings.

4. Transition Activities (£600)

Activities to ensure Year 6 pupils made a confident start at the College including visits and collaborative project work. Much of this work involved reading and numeracy challenges with staff on hand to support and engaging resources.

How did the funding make a difference to the attainment of the pupils?

The extra capacity, as a result of enhanced staffing, to intervene with these pupils in small groups, enabled focused and timely support to help pupils access the curriculum and for some to make accelerated progress. This had a positive impact in terms of progress in reading and Maths, which allowed pupils to access the wider curriculum.

Maths

- 17 pupils (68%) met or exceeded Grade 1 by the end of Year 7 (Summer 2019) Grade 1 at Castle Donington College is equivalent to KS2 'At the Expected Standard'
- 2 pupils (8%) achieved Grade 2 at the end of Year 7 (Summer 2019)

Reading

- 24 pupils (89%) met or exceeded Grade 1 by the end of Year 7 (Summer 2019) Grade 1 at Castle Donington College is equivalent to KS2 'At the Expected Standard'
- 8 pupils (30%) achieved Grade 2 at the end of Year 7 (Summer 2019)