



## Year 7 Catch Up Premium

The Year 7 Catch Up Funding is a government initiative designed to target resources on those students who have not met expectations in the Key Stage 2 tests in English and Maths. The Department for Education (DfE) provides us with additional funding so that we can deliver extra support to help these students to 'catch up' early so that they can then keep up. For 2019/20, we receive £12000 in Catch Up funding. Students' progress is monitored carefully to ensure that the Catch Up programme is having an impact. The details of how the school plans to use this funding to support our students and boost their English and Maths skills are outlined below, followed by an evaluation of the impact of the previous year's Catch Up strategy.

### 2019-2020 Strategy

**Impact & Next Steps** was completed in February 2020 as part of self-evaluation and governors' update. **Next Steps** were obviously interrupted by COVID19.

### Key Stage 2: Proportion of Students Meeting Expectations

	Reading	Grammar, Punc & Sp	Maths	Writing (TA)	Secondary Ready
National Average	73%	78%	79%	78%	65%
Y7	72%	76%	78%	81%	60%
Difference	-1%	-2%	-1%	+3%	-5%

### Year 7 Catch Up Cohort:

Y7 Catch Up Cohort	Reading	Grammar, Punc & Sp	Writing	Maths
60	42	35	28	33

Objective	Strategies	Rationale	Lead	Impact & Next Steps
Raise achievement of Catch Up students in Maths and English through high quality first teaching	Raise the achievement of students (particularly those targeted grade 4, but attaining grade 3) in English through effective curriculum design and implementation  Raise achievement of students (particularly those targeted 3+) in	High quality first teaching has the biggest impact on students' achievement  'What's going wrong in classrooms?': 'Learning without thought'-passive drilling without understanding; 'Learning without talking'-importance of talk for learning to develop understanding and problem solving; 'Learning	YNN  Maths- MJM/ADB  English- VLA	34/48 English Catch Up students are on track to achieve or exceed their targets. English assessment shows that out of 20 Catch Up students targeted 4s, 16 are Secure or Exceeding against their targets. <u>Ensure those not on track are a focus for</u>

	<p>Maths through effective curriculum design and implementation</p>	<p>without reality'- contexts and scenarios used in Maths. (<i>The Elephant in the Classroom: Helping Children Learn and Love Maths- Jo Boaler 2009</i>)</p>		<p><u>teachers and included in appropriate intervention.</u></p> <p>In Maths, 11/34 students are securely achieving their targets. Maths assessment shows that out of 15 Catch Up students targeted 3s, 6 are Secure towards their targets; 9 are Not Yet Secure. <u>Review intervention groups to include students of concern. Would 'Reasoning' intervention be appropriate for these students?</u></p> <p><u>For both Maths and English, focused student voice, checking knowledge and understanding to be carried out.</u></p>
<p>Embed the use of data overviews and provision maps to raise staff's awareness of students' needs and to evaluate achievement in subject and pastoral teams</p>	<p>Develop efficient and clear provision mapping which is shared with relevant staff termly</p> <p>KS2 QLA to be shared with Maths and English staff (individual student data) and other teaching and support staff (trends in skills as part of cohort profile)</p>	<p>Strategy is more effective if others are aware of and invested in it and if information is used to influence classroom teaching.</p> <p>For secondary schools, QLA can support managing transition from primary school, giving teachers detailed information on their incoming Year 7 cohort's strengths and weaknesses in each area of the curriculum covered by the tests. (<i>RaiseOnline, FAQs, August 2016</i>)</p>	YNN	<p>Year group overviews have been introduced in Spring 2020, including details of Catch Up students. <u>SLT reviewing their use and impact with HoDs Feb/March 2020.</u></p> <p>KS2 QLA has been used to identify concepts and skills that students find difficult. The new curriculum for both Maths and English has been informed by this:</p> <p>Understanding, inference and analysis of language is integral to 'What? How? Why?' approach in English; research tasks are incorporated in inquiry based learning tasks, working with RB in the library; vocabulary focus associated with all KS3 schemes of work and KS4 '5 a day' revision and retrieval practice.</p>

				<p>Maths is using the White Rose curriculum, addressing the specific gaps in knowledge in calculation, algebra, and ratio and proportion. These topics are placed early in the Year 7 curriculum and then interleaved throughout KS3.</p> <p><u>Are students improving in these particular areas? Focus of student voice and work sampling in Spring 2.</u></p>
<p>Develop the teaching of literacy across the curriculum</p>	<p>Whole school reading strategy</p> <p>Consistent marking for literacy</p> <p>Increase opportunities for extended writing through curriculum strategy</p> <p>Increase opportunities for talk for learning</p>	<p>Identified as a priority through school's own self-evaluation and by Ofsted (June 2018)</p>	<p>CJA/JGH</p>	<p>CPD on 'Closing the Vocabulary Gap' delivered by YNN in November 2019, with follow up briefing to share dept. strategies. Student voice carried out across all year groups on reading and vocabulary. Students have shown that they understand the importance of reading and vocabulary. They have identified subjects where they have opportunities to read (aloud or independently) or be read to. Ebacc and Citizenship/RPE subjects typically provide more opportunities for reading. <u>Full analysis and interpretation of survey, with follow actions to support departments.</u></p> <p>As a follow up to the 'Closing the Vocabulary Gap' CPD, staff have asked for SALAD days to be reintroduced. Briefing for staff held and <u>SALAD day to take place in March.</u></p>

<p>Develop numeracy interventions to ensure they are personalised and appropriate</p>	<p>Develop rigorous monitoring of numeracy Catch Up strategy</p> <p>Redesign assessments to be more diagnostic and focus on number facts, place value and multiplicative reasoning as key skills which underpin other work</p> <p>Further embed planning and communication between class teachers and teaching assistants to maximise the impact of numeracy interventions</p>	<p>“[Effective schools] seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.” <i>(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</i></p> <p>‘What’s going wrong in classrooms?’: ‘Learning without thought’-passive drilling without understanding; ‘Learning without talking’-importance of talk for learning to develop understanding and problem solving; ‘Learning without reality’- contexts and scenarios used in Maths. <i>(The Elephant in the Classroom: Helping Children Learn and Love Maths- Jo Boaler 2009)</i></p>	<p>ADB</p>	<p>Maths Champions in place, with more effective tracking of attendance and progress. (Checklist for Maths Champions, identifying skills which are secure/ in need of revision.) Progress was reviewed and targeted students amended in January 2020.</p> <p>Feedback from AJT on progress of Catch Up intervention focusing on number skills is positive. Students have 15 minute sessions each week. <u>Need to monitor the impact through wider context of Maths assessments and student voice.</u></p>
<p>Develop literacy interventions to ensure they are personalised and appropriate</p>	<p>Embed 1:1 reading intervention across year groups (including Year 7 Catch Ups), with effective questioning to support comprehension</p> <p>Roll out reading group strategy with larger cohort</p> <p>Review additional literacy strategy for students in KS3, focusing on the effective teaching of reading, informed by research</p>	<p>Literacy standardised scores show positive impact of early reading intervention on reading scores. Progress in comprehension is more variable so is an area of focus.</p> <p>Reading group strategy had a very positive impact on students’ literacy standardised scores, albeit for a very small cohort.</p> <p>‘Just reading’: the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms <i>(Westbrook et al 2018)</i></p>	<p>YNN</p>	<p>Catch Up reading sessions in place with LMB. February 2020 retesting showed average gain of 23 months. (Lowest = 3 months; highest = 52 months) <u>Review targeted students based on retesting information.</u></p> <p>Students identified for reading group strategy with RB. <u>To begin Feb 2020.</u></p> <p>Additional Literacy curriculum revised to focus on phonics, paired reading, SRA cards (comprehension) and being read to. JGH working with LMB to evaluate new strategy. <u>Feedback and action points- Feb 2020.</u></p>

Further develop the use of peer mentoring through the use of Maths and Reading Champions	Review materials for Maths Champions to ensure relevance and improve the clarity of guidance for Maths Champions  Introduce half termly record sheets for both Maths and Reading Champions to enable attendance to be monitored, progress to be tracked and rewards given	Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains. <i>(Peer Tutoring: EEF Toolkit, August 2016)</i>	DNT  JGH/RB	Maths Champions in place, with more effective tracking of attendance and progress. (Checklist for Maths Champions, identifying skills which are secure/ in need of revision.) Progress was reviewed and targeted students amended in January 2020.  Literacy Champions trained by LMB and put in place. <u>Checking attendance and progress.</u>
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**Evaluation of 2018-2019 Strategy**

**Key Stage 2: Proportion of Students Meeting Expectations**

	Reading	Grammar, Punc & Sp	Maths	Writing (TA)	Secondary Ready
National Average	75%	78%	76%	78%	64%
Y7	77%	80%	78%	84%	64%
Difference	+2	+2	+2	+6	0

**Year 7 Catch Up Cohort:**

Y7 Catch Up Cohort	Reading	Grammar, Punc & Sp	Writing	Maths
57	33	30	24	30

Objective	Strategies	Lead	Impact & <u>Next Steps</u>
Embed the use of data overviews, provision maps and achievement ladders to evaluate achievement in subjects and pastoral staff to raise achievement of all students	-Share provision maps for Catch Ups and Pupil Premium with key staff half termly, ensuring accuracy, raising awareness of individuals and evaluating the impact of interventions	YNN	In English, the Catch Up cohort is targeted and is achieving, on average, a 4-. Students are meeting targets at 3+ and exceeding at 5+, but some students (six) are achieving 3s instead of 4s.

			<p><u>Raise achievement of students targeted grade 4, but attaining grade 3.</u></p> <p>In Maths, the Catch Up cohort is targeted 3+ and is achieving, on average, a 3. Students are meeting targets at 4+ and 5+. However, 10 students are targeted 3+, but achieve lower, with some further underachievement at the lower grades.</p> <p><u>Raise achievement of low attaining students targeted grade 3+.</u></p> <p>Subject data dashboards and achievement ladders have been developed and are shared at each data collection. They are used most effectively within Ebacc subjects, promoting discussions about individual students. <u>Simplified/ more efficient progression maps to be developed and shared.</u></p> <p>Catch Up information (including RAG rated literacy information) included on SIMS mark books. Staff briefing delivered in March to introduce. <u>Develop staff's understanding of and use of literacy data. Develop the teaching of reading as part of work on curriculum implementation.</u></p>
Develop Literacy across the curriculum including the improvement of SPAG and the effectiveness of extended writing	-Consistent marking of SPAG across the curriculum	CJA	Work Sampling shows that English and History mark for literacy effectively. It is inconsistent across other subjects. Feedback has been given to HoDs and follow up monitoring showed improved practice. <u>Ensure further consistency of marking for literacy across all subjects.</u>
	-Develop strategies to develop students' extended writing	CJA	JGH working with Geography and Science to develop extended writing through observing lessons and developing strategies and resources collaboratively. Resources are being used in lessons.
	-Increase the opportunities that students have to develop their ideas through talk and writing	CJA	Positive student voice in Geography concerning new Command Word sheet and how this has helped to improve extended writing in exam questions. <u>Continue to evaluate the impact of</u>

			<p><u>collaboration: work sampling; lesson observation and student voice.</u></p> <p><u>Ongoing focus as whole school priority, addressed through communication strand of teaching and learning strategy.</u></p>
Develop literacy interventions to ensure they are personalised and appropriate	-Analyse and share KS2 question level analysis with English and Maths teachers	YNN/VLA/MJM	<p>KS2 data analysed at question level, with common weaknesses shared with Maths and English departments. Additional baseline testing carried out by Maths department to identify gaps in basic skills. Intervention devised to address gaps: number topics and time calculations.</p> <p><u>KS2 QLA to be used as part of cohort profiles.</u></p>
	Embed 1:1 reading intervention across year groups (including Year 7 Catch Ups), with effective questioning to support comprehension	YNN/ JGH	<p>1:1 reading continues to have a positive impact on students' literacy progress. Standardised scores for this cohort increased more than that for all students, with significantly higher rates of progress in reading. Whilst comprehension improved more than that for all students, the rate of progress is slower.</p> <p>Students working with Reading Champions improved their comprehension at a greater rate than other students.</p> <p><u>Continue to improve comprehension through effective teaching of reading.</u></p> <p>Literacy test scores have been converted to RAG rating and shared on SIMS. Staff briefing delivered in March 2019. <u>Further work needed to develop the teaching of literacy.</u></p> <p>Students who were identified for reading group with RAB made significant progress. Standardised scores increased by 17 for comprehension. (NB. Cohort of four students) <u>Further exploration needed to confirm the impact of intervention with a bigger cohort with lower literacy levels. To be trialled with additional literacy groups 2019-2020 as part of revised</u></p>

			<u>intervention strategy, informed by research into effective practice.</u>
Develop numeracy interventions to ensure they are personalised and appropriate	Embed the use of assessments and tracking systems to inform the planning of numeracy interventions and Catch-up	MJM/ADB	Post-intervention testing shows that 91% of students improved their test scores. Approach has had a short-term impact on students, but little evidence of longer-term impact. Limited resources mean that a more focused approach will be take in future- adjusting the selection criteria to those not secondary ready, but with bigger gaps. <u>Assessments to be re-designed to be more diagnostic and focus on number facts, place value and multiplicative reasoning as key skills which underpin other work.</u>
	Improve planning and communication with class teachers to maximise the impact of numeracy intervention	MJM/ADB	Lower Prior Attaining students supported by TA with TA notes system to improve communication between teacher and TA. Staff voice positive: TAs feel that this gives them a clear focus in the lesson. Pre-teaching used in Maths with TA supporting students at the start of the lesson. ADB considers it effective. Samples of notes and feedback from TAs shows that the system is effective in giving TAs specific area to focus on both in the pre-teaching to a lesson, and then during the lesson itself. <u>Further sharing of good practice and more rigorous monitoring to be added to action plan for 2019-2020.</u>
Develop the use of peer support through the use of Maths and Reading Champions	Establish and monitor the support of Maths and Reading Champions	YNN/JGH/ADB	All students with a KS2 score lower than 98 have a Maths Champion (Year 10s supporting students on basic numeracy during registration). Yr 10s currently assisting Yr 7s with number bonds and time calculations. Early inconsistencies with attendance were an issue. System has lacked momentum. <u>Leadership of Catch Up strategy switching to DNT for the Autumn Term. Review of materials needed to ensure relevance and so that Maths Champions are given clearer guidance. Half termly record sheet to be introduced to enable attendance to be monitored, progress to be tracked and rewards for students etc.</u>



			Students working with Reading Champions improved their comprehension at a greater rate than other students.
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