Year 7 Catch Up Funding

Pupils eligible for Year 7 Catch Up Premium 2019-20		Funding received
Pupils are eligible for catch up funding if they have a scaled score of 100 or lower in Maths or Reading. "The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, 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 (KS2)."		Last year we received £29,574 and we are likely to receive a similar amount of funding this year.
Total number of students eligible	72 Not achieving Expected Standard in Reading 58 Not achieving Expected Standard in Maths **40 Not achieving Expected Standard in either Reading or Maths**	Below is a summary of how we have spent the funding over the last two academic years
% of cohort eligible for catch up	24%	
SEN Support eligible	37.5% 15/40	
SEN EHCP eligible	10% 4/40	
PP students eligible	52.5% 21/40	
LAC students eligible	0% 0/40	
Total number receiving intervention	72.5% 29/40	

We will use catch up funding to ensure:

Statement of intent	Comments	Evidence/Impact
Most students identified as eligible for catch up funding are assigned a 'paired reading' mentor and engage in our paired reading programme. The paired reading programme relies on money from catch up funding to train our student mentors, and stock the liberty with appropriate AR books.	73 students in Year 7 (2019 cohort) did not achieve expected standard in reading. Of these 73 students, 30 were not given additional literacy support because their average scaled score was between 96-99 (i.e. they were just eligible for catch up premium). Using our own baseline reading test (Renaissance STAR adaptive test) and our CATS testing procedure, we confirmed that these students would be 'on watch', meaning we would closely monitor their progress, but at present, they did not need additional support. We anticipate that quality first teaching will enable them to make expected progress. This left us with 40 students achieving between 80-95 on their SATs reading to support. These students are provided with a paired reading mentor in Y10 or Y12 (all mentors are specially trained by a KS2 Primary practitioner. Students receive 1:1 reading support on a weekly basis during PM registration.	**Y7 PAIRED READING STUDENTS** Average reading age in January: 8.10 — Average reading Total progress: **+9 months** **Autumn term:** **Spring term:**
Students eligible for catch-up funding an identified as SEN support to receive 1:1 or small group reading support with HTLA/TA (QTS).	1:1 reading, phonics tuition and Toe by Toe dyslexia support for 6 students eligible for both catch up funding and on our SEN support register. This takes place during short 15-20 minute bursts, with students withdrawn from literacy or PSHCE to get targeted support. This is in addition to the paired reading support offered."	Student A: Sept-Jan +7 months Student B: Sept-Jan +8 months Student C: Sept-Jan +1 months Student D: Sept-Jan +6 months Student E: Sept-Jan +8 months Student F: Sept-Jan +1 months Data suggests we need an additional tier of support for student C and student F.

Most students eligible for catch up funding are assigned a 'numeracy mentor'	This programme is run by a Maths colleague, and has employed the support of talented Y9 mathematicians – all of whom are trained up to support Y7 students achieving below 100 in KS2 SATs. Students meeting once per week in PM registration to complete numeracy ninja's worksheets, addressing key areas of weakness.	A recent report generated has shown that whilst this intervention is heeding some positive results, more frequent support is needed for our weakest students. The graph below uses data taken by the student's class teacher (where the data has been recorded). Each score recorded is out of 30 and over time, each student shows a general trend of improvement. However, it is difficult to assess the level of impact that numeracy mentoring is having against the general improvement they would see with it. If we compare the students 5 point moving average to that of the average score of their specific class we can better assess if improvements have been made. 1) In some cases, the gap has been closed (i.e. 7d2, 7c1), in others it has remained but not widened (i.e. 7c2, 7a3). A range of resources will be made available covering basic numeracy, including practice ninja's, along with other resources that will be provided by MPe on a weekly basis. 2) MPe to enquire about having 6th form helpers to facilitate having such large numbers of mentors/mentees all together. 3) Maths department to be asked whether, now that we are a term in, the current students need to be changed for others or not.
Y7 Maths nurture group Maths homework- KS2 top up	HWK for the nurture group in Y7 is based on key topics from the KS2 National Curriculum – the aim is to catch pupils up by getting them to regularly practise these topics (which their teacher also regularly models for them) with a view to plugging gaps quicker so students are able to access a broader range of the KS3 curriculum. Students' numeracy ninjas outcomes are recorded and analysed on a weekly basis by their Maths teacher who then uses homework to plug gaps accordingly.	There is little doubt of the efficacy of the nurture groups within maths. They allow the teacher to liberally praise the progress of the students and build their confidence in a safe, warm and respectful environment. Many of the students display behavioural issues in other classes, almost certainly in an attempt a perceived lack of academic ability. The nurture groups, when well-staffed, are a haven for the pupils where their efforts are rewarded and as a result their engagement and determination are lifted. With the year 7 nurture group having 2 TA'S to support the pupils has been so beneficial. It has allowed me to teach and then have targeted support wherever necessary. There is generally always a positive learning environment which again is a lot down to Teacher/Teaching Assistant presence and encouragement. One notable issue is the gap in mathematical skill being quite excessive. 2 or 3 of the pupils would benefit from being in a mainstream maths class, so this is something we can consider moving forward. Increased differentiation has helped ensure all pupils are making progress to match their ability. The general pace of the lessons allows the differentiation to be effective. On the whole students are making pleasing progress and benefiting from the nurture pathway.
The accelerated reader programme will be used to identify any student in need of 'urgent intervention' Accelerated Reader accounts for around £4000 of our overall funding.	1. Across Year 7, we identified 24 students requiring urgent intervention based on accurate STAR reading data and CATS verbal reasoning scores. On the whole, this list correlated nicely with our students identified as eligible for 'catch up' support. 2. Assistant Head organised and facilitated an initial parents' information evening for our weakest readers (PP and non-PP) in the main hall in October. This session outlined how best to support emerging readers, how the AR programme works (and how it can be accessed by parents) and advice on how to read with your child. 3. Catch up funding was used to host a follow up support evening in January, with expert guidance	September-Jan has seen positive gains across the board for these 24 students in relation to reading age progression: | Form (students)	Average RA in Sept	Average RA in Jan	Change
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7BL (2)	8.03	9.05	+1 year 2 months
7CAD (2)	8.05	8.09	+ 4 months
7CM (3)	7.07	8.04	+ 9 months
7CMP (2)	10.01	11.00	+ 11 months	

from our KS2 Primary consultant, with all students offered a reading book bespoke to their reading age and requirements. 4. Paired reading running PM reg **Tues**- 1:1 with Y10/Y12 volunteers. 5. SEN K students accessing extra support with our HTLA in Toe by Toe and Spellzone during English literacy lessons, or on a rotation for 20 minutes during PSHCE. . 6. WR to use AR to set up specific reading goals/targets for 'urgent' students in order to monitor in detail students' reading progress. 7. 'Urgent' students to be STAR tested every half term, with data being tracked on AR and used to inform or tweak reading support they are accessing. This information is to be shared at SLT. Testing to happen during PM reg.	7CY (3)	7.07	8.04	+ 9 months
	7HF (1)	8.02	9.01	+ 11 months
	7HV (1)	7.07	8.02	+ 7 months
	7NTH (1)	8.02	9.03	+ 1 year 1 month
	7NUR (7)	7.08	8.03	+ 7 months

| Where appropriate, students eligible for catch up funding will benefit from the nurture pathway | All 11 students on the nurture pathway are eligible for catch up funding. This is a small teaching group that allows for targeted provision for students who need enhanced support. The pathway aims to support students' academic develop but also their emotional resilience, confidence and social skills.

Students on the nurture pathway receive one extra hour of Maths and one extra hour of English per week, with the aim of providing intensive, small group teaching that will enable students to make accelerated progress | 7NUR (11) | 7.11 | 8.06 | + 7 months reading progress |

Of this cohort, 3 students have been identified as not making the same amount of progress in their reading. These students will be prioritised for the MyLexia trial in summer term.

September 2020:

Statement of intent	Comments and Evidence (including RAG)
Students in Year 7 nurture group to engage in the MyLexia or IDL programme **This will account for around £4600 of the allocated funding.**	All students following the nurture pathway will engage in this programme. They will be given a baseline assessment before enrolling on the programme. They will complete 2 x one hour sessions per week on this programme, to be overseen by their English teacher and a HTLA. These two hours are to form part of their timetabled English allocation. Where possible, this will be 'topped up' during at least one PM reg per week. Half-termly assessment of progress to be analysed and used to inform next wave of support needed.
Students in Year 7 scoring less than 90 on KS2 SATS reading will engage in the IDL or MyLexia or IDL programme.	Students achieving B, 80-90 on SATS will be enrolled in this scheme. They will be given a baseline assessment before enrolling on the programme. They will complete a one hour session per week on this programme, to be overseen by a trained teacher or HTLA. This hour will come from their PE allocation once per week for one term, with a view to moving back into PE when progress to expected standard is made. Where possible, this will be 'topped up' during at least one PM reg per week. Half-termly assessment of progress to be analysed and used to inform next wave of support needed.
Students in Year 7 nurture group to engage in the catch up numeracy programme AND Hegarty Maths **Hegarty Maths accounts for around £1500 of the funding. Catch up Numeracy accounts for around £1500 of the funding.**	All students following the nurture pathway will engage in this programme. They will be given a baseline assessment before enrolling on the programme. They will complete 2 x one hour sessions per week on this programme, to be overseen by their Maths teacher and a HTLA. These two hours are to form part of their timetabled English allocation. Where possible, this will be 'topped up' during at least one PM reg per week. Half-termly assessment of progress to be analysed and used to inform next wave of support needed.
Students in Year 7 scoring less than 90 on KS2 SATS numeracy will engage in the catch-up numeracy programme and Hegarty Maths	Students achieving B, 80-90 on SATS will be enrolled in this scheme. They will be given a baseline assessment before enrolling on the programme. They will complete a one hour session per week on this programme, to be overseen by a trained teacher or HTLA. This hour will come from their PE allocation once per week for one term, with a view to moving back into PE when progress to expected standard is made. Where possible, this will be 'topped up' during at least one PM reg per week. Half-termly assessment of progress to be analysed and used to inform next wave of support needed.