

Year 7 Catch-Up Premium Statement

2019-2020

**YEAR 7 CATCH-UP PREMIUM**

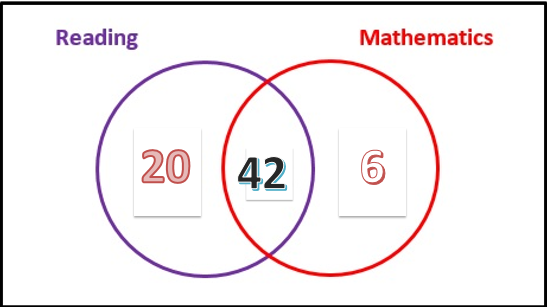
The Year 7 catch-up premium is a fund to support pupils who did not achieve the expected standard in reading and/or mathematics at the end of Key Stage 2. To reach the expected standard in all of reading, writing and maths, a pupil must achieve a scaled score of 100 or more in reading and maths tests and an outcome of ‘reaching the expected standard’ or ‘working at greater depth’ in writing teacher assessment. In the tests, pupils meet the expected standard if they achieve a scaled score of 100 or more. DfE considers meeting the expected standard in reading, writing and maths to be key for success in secondary school and beyond.

It’s incorrect to say pupils who have not met the expected standard in reading cannot read, or that those who have not met the expected standard in writing cannot write, and so on.

There’s a spectrum of attainment among pupils who do not meet the expected standard, with some coming close and others further away.

A pupil who achieves below the expected standard will still be able to read. For example, they may be able to retrieve simple information from a text but be unable to make developed inferences about what they have read.

33.3% of our Year 7 students achieved a scaled score below 100 in mathematics and 43% of students achieved a scaled score below 100 in reading. There are 42 students in our Year 7 cohort who are below expected standard in both reading and mathematics.



George Pindar School received £15,807 in catch-up premium funding in 2018-19. We expect a similar allocation for 2019-2020.

**Year 7 Catch-up intervention programme**

| Intervention | Strategy | Intended impact |
| --- | --- | --- |
| EEF English Mastery Project | [English Mastery](https://www.englishmastery.org/) programme trains and provides resources to English teachers to deliver a knowledge-rich Key Stage 3 English curriculum consisting of three distinct elements.  The first, Literacy Heritage, introduces students to canonical texts and modern classics, explicitly teaching pupils knowledge about the subject of English, the world, history, culture and heritage.  The second, Mastery Writing, teaches pupils grammatical concepts and rules in a logical and cumulative sequence. Here, the lessons follow an interleaved structure and pupils deliberately practise concepts to the point of mastery.  The third, Reading for Pleasure, introduces pupils to shared reading of contemporary texts, and uses this activity as an opportunity to explicitly teach vocabulary.  English Mastery has been independently evaluated. After three years of the intervention, pupils in the intervention schools made greater progress than those in the control schools (around +4 months’ additional progress) on a standardised measure of reading. There was also evidence that English Mastery was particularly effective for pupils with low prior attainment. This impact is based on the first few years of the programme during which time it was still being developed.  In addition, the programme includes a variety of elements that are of particular interest to schools, such as an emphasis on a knowledge-rich curriculum and interleaving. | The programme will be evaluated by a team from NatCen (Britain’s leading social research institute) using a randomised controlled trial. This will be an efficacy trial, meaning that the programme will be tested under best possible conditions. It will measure the impact of delivering English Mastery to Years 7 and 8, measuring English outcomes at the end of Year 8. In addition, the evaluation will also measure the impact on teacher workload and GCSE outcomes.  The evaluation report will be published in Spring 2022.  . |
| Ongoing collaboration with the English Lead Practitioner and the Director of Learning for English | Work closely with Paul Offord and Chloe Dolphin to ensure access to and implementation of best practice within the English department. | Data analysis shows improvements in student progress |
| Ongoing collaboration with the Maths Lead Practitioner and the Director of Learning for Maths | Work closely with Stuart Beeby and Jim Kelly to ensure access to and implementation of best practice within the Maths department. | Data analysis shows improvements in student progress |
| Additional literacy and numeracy lessons for Year 7 students in the nurture pathway. | All students in the nurture pathway have an additional hour of numeracy and literacy per week to boost their progress and facilitate access to secondary school curriculum. | Scheduled assessments in English and mathematics show improvement. |
| Thinking Reading Programme | Thinking Reading is a whole-school strategy with an intensive, one-to-one intervention at its heart. It is built upon the synthesis of well-evidenced teaching methods with decades of research evidence to support them.  Thinking Reading Coordinator administers the programme and collates student progress data. | Thinking Coordinator selects a cohort of students following two different reading tests. Selected students attend their catch-up sessions three times a week until the discrepancy between their reading age and their chronological age is less than 12 months. |
| Small focused group intervention for numeracy | An intensive numeracy programme is delivered by Higher Level Teaching Assistant during tutor time to focus on key numerical skills tailored to the needs of the students identified as areas for improvement through the question level analysis of KS2 tests. | Focused intervention to gain maximum impact. Personalised learning approach to support individual’s needs.  Use of baseline tests and check out tests to evaluate progress. |
| Small focused group intervention for literacy | An intensive literacy programme is delivered by the Librarian during tutor time to focus on key reading comprehension skills | Focused intervention to gain maximum impact. Personalised learning approach to support individual’s needs.  Use of baseline reading tests and check out reading tests to evaluate progress. |
| Additional dyscalculia and dyslexia screening | Students whose KS2 and/or CATs scores are significantly below average are screened for signs of dyslexia and dyscalculia by the SEN department. | Staff are provided with guidelines and strategies to best meet the needs of students with signs of dyslexia and dyscalculia. This information is disseminated by the SEN department. |
| Differentiation | All lessons must be prepared and delivered through the lens of disadvantaged learners to ensure progress of all students. Whole staff CPD session delivered. | Quality assurance activities demonstrate that lessons are accessible and challenging for all learners |
| ‘Calculator Licence’ module delivered to all Year 7 students within a block of maths lessons | All Year 7 students will take part in the ‘Calculator Licence’ module which focuses on mastering the key functions of Casio scientific calculator. This is to allow them to prepare well for future GCSE exams, two out of three of which are calculator papers. |  |
| Resources | Any additional resources deemed appropriate. Support learning and progress for students where additional resources are required to meet the needs of the students in relation to literacy and numeracy. | Focused intervention to gain maximum impact. Personalised learning approach to support individual’s needs. |

**IMPACT:** The impact of Year 7 Catch-Up funding will be monitored through assessment data, assessment for learning, behaviour, homework and attitude. Supportive strategies will be considered depending on the individual needs of students. 