

## Year 7 Catch-Up Premium: 2019-20

### Allocation, spend and impact

#### Review of 2018-19 expenditure

<b>Pupils eligible for Y7. Catch Up Premium 2018-19</b>		<b>2018-19 funding received</b>
Pupils are eligible for catch up premium if they have a scaled score of 100 or lower in Maths or reading.		£27,000
	<b>2018-2019</b>	
<b>Total number eligible</b>	128/333 (38% of total student cohort)	
<b>SEN K students eligible for catch up</b>	30/43 (70% of total SEN K cohort)	
<b>SEN E students eligible for catch up</b>	4/7 (57% of total SEN E cohort)	
<b>PP students eligible for catch up</b>	89/163 (54% of PP cohort)	
<b>CLA students eligible for catch up</b>	1/3 (33% of CLA cohort)	
<b>Total number receiving additional literacy intervention</b>	87/128 (68% of students eligible for catch-up)	
<b>Total number receiving additional numeracy intervention</b>	28/41 (68% of students eligible for numeracy catch up)	

**We stated that we would use £27,000 in order to meet the following targets:**

Statements of success/impact	2018/19 RAG	Comments
<p>All students eligible for catch-up premium have their baseline data analysed carefully and at least 50% will be placed into literacy and/or numeracy intervention programmes.</p>	<p>68% of all catch up eligible students followed intervention programmes in 2018-19 whether that be for literacy and numeracy</p>	<ul style="list-style-type: none"> <li>● There were 13 students who were not placed in to additional literacy and/or numeracy interventions in 2018-19. The following statements were provided to evidence that they do not need to be part of an intervention:</li>   <li>● Good ATL in English/Maths and on target</li> <li>● Above target in English/Maths but focus is behaviour</li> <li>● Working towards target but ATL in English/Maths good. Monitor</li> <li>● On target in English/Maths</li> <li>● Working towards target and behaviour is focus. On restorative behaviour programme.</li> <li>● Above target in English/Maths</li> <li>● On target in English/Maths and outstanding ATL</li> <li>● Working towards target and motivation is focus area. Monitor.</li>   <li>● We anticipate that quality first teaching will enable them to make expected progress.</li> <li>● The progress of these 13 students was tracked carefully so that any students failing to make sufficient progress were identified quickly.</li> <li>● 5/13 catch-up students not selected for additional literacy/numeracy interventions were identified as not making sufficient progress and in need of additional intervention. When insufficient progress was identified, the 4 students were allocated to either 1:1 reading support, Bungee English or learning mentor support in maths and their outcomes are shown below:</li> </ul>

Indicates when additional support was given.

English analysis

Student	Jan report	April report	June report	Action taken
1 and 2	Working towards target	Working towards target	Working towards target	ARC provision and still there

Maths analysis

Student	Jan report	April report	June report	Action taken
1	Working towards target	Working towards target	Working towards target	ARC provision and still there
2	Working towards target	Working towards target	Working towards target	ARC provision and still there
3	Working towards target	Working towards target	On target	Mentor support after term 1
4	Working towards target	Working towards target	On target	Mentor support after term 1

Catch-up students taking part in literacy intervention (Platinum Literacy or Nurture) make expected progress or more than expected progress in reading age development **(on average we expect a 6 month increase in reading age across the year)**

Partly.

**Impact of literacy interventions on SEN catch-up students**

**Impact of interventions on reading age**

Nurture: 2 month increase in RA (specific attendance/student specific concerns impacted this)  
Platinum: 6 month increase in RA

**Impact of interventions on English outcomes**

16/24 students = on target in English  
8/24 students not on target in English (staff aware of actions to take and detailed plan in place)

		<p><b><u>Impact of literacy interventions on PP catch-up students</u></b></p> <p><b><u>Impact of interventions in reading age</u></b>  Nurture: 2 month increase in RA (specific attendance/student specific concerns impacted this)  Platinum: 6 month increase in RA</p> <p><b><u>Impact of interventions on English outcomes</u></b>  16/29 students = on/above target in English  13/29 students not on target in English (staff aware of actions to take and detailed plans in place)</p> <p><b><u>Impact of literacy interventions on non PP/non SEN catch-up students</u></b>  Nurture: N/A  Platinum: 7 month increase in RA</p> <p><b><u>Impact of interventions on English outcomes</u></b>  75% of students = on/above target in English  25% of students not on target in English (staff aware of actions to take and detailed plans in place)</p>
<p>100% of catch-up students taking part in Bungee English will either:</p> <ul style="list-style-type: none"> <li>- Have a grading of 'good' or 'outstanding' attitude to learning in English at the end of the year indicating that the student is engaged in and enjoying their</li> </ul>	<p>Yes.</p>	<p><b>Progress 2018-19: Bungee English</b></p> <p>Bungee English intervention focuses on students' SPAG and writing skills. Therefore, we look at the progress students have made towards their English end of year 7 target and their masters of recall rank scores in order to analyse progress made. We do not look at reading age progress as this intervention is not intended to specifically improve reading age.</p> <p><u>A grading of 'good' or 'outstanding' at the end of the year: 20/23 (87%)</u>  *3 students were identified as having an inadequate attitude to learning. They have been allocated to Bungee English lessons in year 8 and a student voice activity will be completed to identify reasons for a low attitude to learning grade.</p>

<p>learning which is the first step in making progress.</p> <ul style="list-style-type: none"> <li>- Have increased their rank score in English from start to the end of the year (to find the rank score we look at the student's masters of recall rank score)</li> </ul>		<p><u>Number of students who increased their English rank score (78%)</u>  18 students increased their overall English rank score.  5 students did not increase their overall English rank score and will remain in Bungee for year 8.</p>
<p>100% of catch-up students assigned to a learning mentor in Maths either:</p> <ul style="list-style-type: none"> <li>- Have a grading of 'good' or 'outstanding' attitude to learning in Maths at the end of the year indicating that the student is engaged in and enjoying their learning which is the first step in making progress.</li> </ul> <p>Be graded as 'on target' or 'above target' in Maths at the end of the year</p>		<p><u>A grading of 'good' or 'outstanding' at the end of the year: 20/28 (71%)</u>  *Please note that students who were identified as having an inadequate attitude to learning - Student voice work will be carried out at the start of the year to identify challenge areas. They have been allocated to additional learning mentor work in year 8.</p> <p><u>Working on/above target at the end of the year: 15/28 (54%)</u>  As above, student voice work will be carried out at the start of the year to identify challenge areas for students working towards target.  They have been allocated to additional learning mentor work in year 8.</p>

indicating that their work with the learning mentor has been effective.		
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### **How are Catch-Up Premium students identified?**

In previous years students have started at secondary school with a National Curriculum KS2 level in English and Maths and this was used to determine which students were eligible for catch-up premium. Students in year 7 now begin at Trinity Academy with a KS2 scaled score, representing how they have performed in Maths, English reading and English grammar, punctuation and spelling at the end of year 6 and Trinity Academy is now free to choose on which students the catch-up premium is spent. Therefore, for 2018-19 (as for 2017-18), students with a KS2 scaled score of less than 100 in both Maths and Reading will be base line tested as they arrive and will receive additional literacy and numeracy intervention so that they perform in line with their Trinity and national peers.

### **What is 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 mathematics at the end of key stage 2. In 2019 to 2020, Trinity Academy Halifax will receive approximately £29,700 for 146 catch up students.

**Planned Catch-Up Premium Expenditure – 2019/20 (£29,700)**

Type of support for catch-up students	Objective	Evidence Base	Expected Outcome	Approximate Cost
<p>To further support the least able catch up students following our Nurture pathway in year 7, we have set up a Nurture SEN support hub in which teachers of Nurture English, Maths and Science gather together twice a half term to discuss student progress.</p>	<p>To share best practice amongst core subject teams to enable the most effective teaching techniques to be employed and to differentiate for these students in a clear, consistent way. (i.e. we are currently adapting their knowledge organisers for core subjects to make them more accessible)</p>	<p>In school, we have identified that when Nurture staff share best practice, students make more progress as they are all to drill down to identify the most effective scaffolded activities and teaching methodologies.</p>	<p>Nurture students feel confident in the classroom as they have access to the most effective task types and scaffolding.</p>	<p>£29,700</p>
<p>Work with the White Rose Maths Hub and LJS (our maths SEN link) to identify the numeracy interventions that work at primary level and how they could support our eligible numeracy catch-up students.</p> <p>A 14 week ‘as a minimum maths’ programme is currently being developed to support our weakest catch up numeracy students.</p>	<p>To enable identified catch-up students to improve their numeracy skills in order to access the whole curriculum.</p>	<p>“Much less is known about what works to support low-attaining year 7 pupils catch up with their peers in numeracy. Nevertheless, there is promising evidence from interventions trialled at primary schools</p>	<p>An effective primary based numeracy catch-up programme for eligible students is identified and implemented.</p>	

		which could be applicable to older low-attaining pupils, including one-to-one and group programmes” (Gov.co.uk, Nov 2017)		
<p>A salary contribution towards certain key posts:</p> <ul style="list-style-type: none"> <li>• HLTA x1</li> <li>• Learning Mentor Team</li> <li>• Teaching and Learning Assistant Team</li> </ul>	To provide mentoring support for students who face barriers to learning whether that be academic, social, medical or emotional.	EEF – Mentoring. Low impact for moderate cost, based on moderate evidence.	Address barriers to learning including raising attainment, attendance and improving organisation.	
Payment of MPS1 to our newly qualified SEN NQT who will provide much needed curriculum support to the SEN interventions team.	To provide essential qualified English teaching to enable our catch -up students to ‘catch up’ with the essential literacy skills needed for secondary level.	EEF – There is evidence to say that intervention classes are most effective when they are led by fully qualified teaching staff	To provide our most vulnerable students with high quality teaching.	
Expenditure contribution towards further embedding the Nurture Pathway, Platinum Reading and Bungee intervention programmes.	To enable students to improve their literacy and numeracy skills in order to access the whole curriculum.	EEF – Mastery support programmes have a moderate impact on student outcomes.	Address literacy and numeracy concerns for identified students in phase 1 so that they can	



			access the whole curriculum.	
Staff CPD time to focus on re-developing the curriculum maps for literacy interventions at phase 1 and phase 2	To be able to articulate why we do what we do when during each of the intervention schemes of learning. To ensure that there is a logical sequence of knowledge, skills development leading to application of what they have learned.	Evidence from the forgetting curve shows that students remember only 67% of what they learn during a lesson. If the curriculum map carefully builds in time for spaced repetition and interleaving, students will have time to recap and revisit and commit new knowledge to their long term memory.	Students retain more information from their literacy intervention lessons and this benefits them across the curriculum.	

## Details of School Strategies

### Phase 1 Tiered Literacy Support Packages

A tiered literacy support package is in place at Phase 1 to support those students who have the greatest needs.

- Stage 1 – Nurture Pathway

A number of students are involved in the Nurture pathway in both Year 7 and 8, a significant proportion of which are Pupil Premium students. A combination of KS2 data, CATs scores and reading ages are used to identify this cohort. This cohort also includes students who have been identified as vulnerable in conjunction with our partner primary schools. Students receive 5 hours per week of Nurture Support and work on the specific skills that are preventing them from making progress on this English Mastery Pathway. The purpose of this package is not only to improve literacy skills but also to provide students with a learning environment that will develop their confidence, resilience and emotional development.

- Stage 2 – Platinum Reading

Platinum Reading is an intervention programme designed to improve students' reading and comprehension skills. The programme targets four key areas, phonological awareness; phonics; vocabulary; and fluency and comprehension. Targeted students take part in the programme each term for 1 hour a day every morning. Students work through the programme by completing units specific to the four key areas. The programme combines listening, reading and judgement activities. Teachers monitor this progress and give guidance as necessary. Students automatically move through the programme at their own pace, building up and reinforcing their reading skills, repeating units as many times as required in order to master the skill.

- Stage 3 – Bungee (Literacy and Numeracy)

The Bungee learning model is designed to build students' confidence, and ensures that they consistently experience a series of 'small wins' in every lesson. Each Bungee lesson follows the same format:

- Equip – group work
- Step – paired work
- Leap – independent work
- The View – responding to feedback
- Bungee – independent written work
- Race to the Top – independent revision

From a literacy perspective the main priority is to ensure that students understand how to construct sentences, and use capital letters and full stops accurately. It is only when the students feel secure with these aspects of their writing that other skills will become a focus. The aim is for all students to use capital letters and full stops correctly and consistently in at least 75% of an extended written piece, although many students will undoubtedly exceed this expectation. In numeracy, the priority is to ensure that students have a deep understanding of basic number topics. The aim is to equip them with the skills they need to access the secondary curriculum confidently.

### **1:1 Reading Programme**

Students who have a below chronological reading age upon transition to the academy have been identified and take part in a 1:1 reading programme. Students read for 30 minutes per day to member of staff and focus on a range of reading skills. Their progress is monitored and measured by using the STAR Reading test. As students' reading ages improve and come in line with their chronological reading age, new students are identified and access the programme.

**Review Date: March 2020**