

Year 7 Catch-Up Premium: 2020-21

Allocation, spend and impact

Frequently asked questions

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. In 2020-21, Trinity Academy Halifax will receive approximately £80 per pupil for catch up funding (£26,080 based on £80 x 326 students in Year 7).

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.

Students in Year 6 did not complete their SATS examinations in 2020 due to a national lockdown. This means that schools have no KS2 SATS scaled scores. How will we know who is eligible for catch-up funding in 2020-21?

The key thing to emphasise is that without KS2 data this year, we are identifying need in each area of reading, writing and Maths separately so that the right students get the right catch-up support they need.

1. Identifying students who need **writing catch up support**: For 2020-21, students completed a transition writing task prior to starting at Trinity Academy Halifax. All pieces of writing were marked and analysed by our phonics primary trained specialist and specific students were selected to have catch-up literacy support with a specific focus on writing skills.

2. All students have since completed their CATS tests so that we can diagnose which students need **reading and/or numeracy support**. If results are low in reading and/or numeracy, an observation or series of observations on the student will be carried out so that the right support can be put in place.
3. Any students with a score below 100 in their verbal reasoning test and below 9 years of age in their star reading test, has been observed and has been deemed eligible for **receiving additional literacy (reading support) intervention** so that they perform in line with their Trinity and national peers **or** they will receive quality first teaching in the mainstream and will be closely monitored.
4. Any students with a score below 100 in their quantitative numeracy test has been observed and has been **deemed eligible for receiving numeracy intervention** so that they perform in line with their Trinity and national peers **or** they will receive quality first teaching in the mainstream and will be closely monitored.

Review of 2019-20 expenditure

Pupils eligible for Year 7 Catch Up Premium 2019-20		2019-20 funding received
Pupils are eligible for catch up premium if they have a scaled score of 100 or lower in Maths or reading or both.		£29,700
	2019-2020	
Total number eligible	112/333 (34% of total student cohort)	
SEN K students eligible for catch up	42/62 (68% of total SEN K cohort)	
SEN E students eligible for catch up	3/7 (43% of total SEN E cohort)	
PP students eligible for catch up	43/144 (30% of PP cohort)	
CLA students eligible for catch up	2/5 (40% of CLA cohort)	
Total number receiving additional literacy intervention	44/112 (40% of students eligible for catch-up) - 9 students had scaled scores below 90 and were on an all staff watch-list and were not receiving specific literacy intervention. - Other students without specific literacy intervention were supported in the mainstream, had scaled scores above 91 and were closely monitored.	

Total number receiving additional numeracy intervention	74/74 (100% of students eligible for numeracy catch up) - Due to overstaffing in Maths, all students eligible for numeracy catch up benefited from small class teaching, Maths Learning Mentor support or Teaching and Learning Assistant support.	
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We stated that we would use £29,700 in order to meet the following targets:

Statements of success/impact	2019/20	Comments
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>Red rating (target not met)</p> <p>Amber rating (target partially met and follow-up support in place)</p> <p>Green rating (target fully met and no considerations)</p> <p>40% of all literacy catch up eligible students followed specific intervention programmes in 2019-20 to complement their mainstream lessons.</p> <p>100% of all numeracy catch up students benefited from additional numeracy intervention by means of smaller class sizes,</p>	<ul style="list-style-type: none"> • There were 68 students who were eligible for catch-up premium but not placed in to additional literacy interventions in 2019-20. • The majority of the 68 students had a scaled score of 91 to 99 (the highest end of our catch up criteria) and were on the pastoral cobra spreadsheet for all staff to monitor. • Quality first teaching enables all students to make expected progress. Some students benefit from additional literacy support and enter an intervention group. If some students are unable to enter an intervention group due to exceeding maximum numbers (in 2019-20 this was 68 students), they are closely monitored in their main stream class and may have the support of the English Learning Mentors who support teachers in the classroom. Intervention is put in place if progress data and observations indicate that this is necessary.

	<p>Maths Learning Mentor support or Teaching and Learning Assistant support.</p>	<ul style="list-style-type: none"> 9 students without specific literacy intervention support had a scaled score of 90 or below. They were on the pastoral cobra spreadsheet under close scrutiny. Their progress in all literacy assessments was closely tracked to ensure that, if they showed signs of struggling without specific intervention, they would get it. Up until the point of lockdown in March 2020, we only had concerns about 3 of the 9 students without literacy support but with a low scaled score. They were: <p>Student 1 (AK) – Attendance below 93% and support provided by pastoral team. No literacy intervention provided as attendance was primary concern. Student 2 (TD) – as above but attendance below 90%. Student 3 (MB) – 1:1 Teaching and Learning Assistant Support assigned due to wellbeing and academic concerns.</p> <p>These 3 students will have their data closely monitored in 2020-21, too. They will be placed in to additional literacy support, if necessary.</p>
<p>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)</p>	<p>Partly.</p>	<p><u>Impact of literacy interventions on students</u></p> <p><u>Impact of interventions on reading age</u> Nurture: 17 month increase in RA Platinum: 3 month increase in RA</p> <p><u>Impact of interventions on English outcomes</u> 28/40 students = on target in English 12/40 students not on target in English (staff aware of actions to take and detailed plan in place)</p>
<p>100% of catch-up students taking part in Bungee English will either:</p>	<p>Target 1: 90% Target 2: 67%</p>	<p>Progress 2019-20: Bungee English 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</p>

<p>Target 1: 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 learning which is the first step in making progress.</p> <p>Target 2: 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)</p> <p><i>*Please note that for 2020-21, students will complete a baseline assessment when they enter Bungee as well as a non-fiction writing assessment at the end of the intervention so that we can measure impact. We feel that this will be a better measure of impact that using Masters of Recall data.</i></p>	<p>See details in column 3</p>	<p>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 point of lockdown: 9/10 (90%)</u> Only 1 student out of 10 had an ATL lower than good or outstanding. Behaviour was a concern but this is now being tracked very closely and no behaviour concerns have been raised in September – November 2020. Her ATL in English is expected to be good or outstanding for the first report in December 2020.</p> <p><u>Number of students who increased their English rank score (67%)</u> 7 students increased/maintained their overall English rank score. 3 students did not increase their overall English rank score. Two of these students are now being closely monitored and may receive Bungee support if necessary. 1 student will complete another Bungee course in November 2020-January 2021 for additional support.</p>
<p>100% of catch-up students who are being taught in a smaller set/have the support of a mentor in Maths either:</p> <ul style="list-style-type: none"> - Have a grading of 'good' or 'outstanding' attitude 		<p><u>A grading of 'good' or 'outstanding' at the end of the year: 24/28 (86%)</u> For the 4 students who were not graded as 'good' or 'outstanding', we will be tracking their progress each term in 2020-21.</p> <p><u>Working on/above target at the end of the year: 24/28 (86%)</u></p>

<p>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.</p> <p>Be graded as 'on target' or 'above target' in Maths at the end of the year indicating that their work with the learning mentor has been effective.</p>		<p>This is as above. The 4 students who were graded below 'good' for attitude to learning, were working towards target. This is one step below 'working on target'. Their progress will be closely tracked each term in 2020-21.</p>
<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 once a term to discuss student progress.</p>		<ul style="list-style-type: none"> • This target was fully met. • Nurture Hub meetings were held each term (every 6-7 weeks) and attended by Maths, English and Science Nurture teachers and the core SEND Nurture team. Nurture Hub meetings continued during the lockdown period. • The meetings were a great opportunity to share best practice. At the end of each meeting, best practice tips were saved and shared with all staff on the pastoral cobra spreadsheet. • Nurture Hub meetings have begun again in 2020-21.
<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>		<ul style="list-style-type: none"> • The Nurture teachers of Maths differentiated their work accordingly (this was for more than the 14-week period set down). They met other staff at the Nurture Hub meetings each term to discuss progress.

<p>A 14 week 'as a minimum' Maths programme is currently being developed to support our weakest catch up numeracy students.</p>		
<p>A salary contribution towards certain key posts:</p> <ul style="list-style-type: none"> • HLTA x1 • Learning Mentor Team <p>Teaching and Learning Assistant Team</p>		<ul style="list-style-type: none"> • Fully met. • All staff in place to support catch up students. • Recruitment occurred when necessary.
<p>Payment of MPS1 to our newly qualified SEN NQT who will provide much needed curriculum support to the SEN interventions team.</p>		<ul style="list-style-type: none"> • In place. • Our SEN NQT teaches Nurture classes only as well as an Enrich class in Year 10 who study Travel and Tourism at GCSE level. She taught this group last year in Year 9 and we feel she is best placed (with much knowledge of this SEND heavy class) to teach them again in Year 10. • She has been responsible for working on Nurture and Enrich curriculum mapping.
<p>Expenditure contribution towards further embedding the Nurture Pathway, Platinum Reading and Bungee intervention programmes.</p>		<ul style="list-style-type: none"> • We have dedicated staff time to re-designing the Platinum curriculum offer, Nurture pathway, Enrich pathway and Bungee interventions so that they are fit for purpose and tailored to the needs of our changing cohort. • We have over-staffed in English so that English teaching staff can lead the Platinum and Bungee intervention classes in 2020-21.
<p>Staff CPD time to focus on re-developing the curriculum maps for literacy interventions at Phase 1 and Phase 2</p>		<ul style="list-style-type: none"> • This time was given and the new curriculum maps are now in place. • Platinum leadership has been given to our Student Progress Leaders in English who is currently finalising the Platinum curriculum mapping.

Planned Catch-Up Premium Expenditure – 2020/21 (£26,080 based on receiving £80 per pupil)

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>£26, 080</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 which could be applicable to older low-attaining pupils, including one-to-one and group programmes.</p>	<p>An effective primary based numeracy catch-up programme for eligible students is identified and implemented.</p>	

		(Gov.co.uk, Nov 2017)		
<p>A salary contribution towards certain key posts:</p> <ul style="list-style-type: none"> • HLTA x1 • Learning Mentor Team • Teaching and Learning Assistant Team 	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 (to include the development of a Nurture Plus pathway for students who fall between Nurture and Platinum interventions as well as using the Vernon Standardised Spelling diagnosis assessment to help us diagnose spelling focus areas), 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 during each of the intervention schemes of learning. To ensure that there is a logical sequence of knowledge, skills development	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	Students retain more information from their literacy intervention lessons and this benefits them across the curriculum.	

	leading to application of what they have learned.	time for spaced repetition and interleaving, students will have time to recap and revisit and commit new knowledge to their long term memory.		
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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, transition creative writing review, teacher observations 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 7 hours per week of Nurture Support in Year 7 and Year 8 and work on the specific skills that are preventing them from making progress. 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 – Nurture Plus Pathway

For 2020-21, we have introduced a Nurture Plus intervention programme. We have done this as there were a significant group of students who started school in Year 7 post lockdown with literacy levels considerably below where they should be. Typically, students enter Nurture literacy if they have the weakest literacy levels. Students enter Platinum literacy if they need extra support to improve their reading age. This year, students who need writing and reading support will enter Nurture Plus. They will have 4 hours per week of teaching time.

- 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 for the academic year and have 4 hours of this intervention per week. 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 complete 1:1 reading in their Nurture, Platinum and Enrich intervention lessons. Reading targets are in place for all of these students so that all teaching staff are aware of what they need to do to make improvements.

Next review date: March 2021