

**Year 7 Catch-up premium 2018 / 19**

## Evaluation report

The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 students who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). In 2017 students scoring at least a scaled score of 100 will have met the expected standard of the test.

**Funding details**

Academic year	Total allocated funding
2018 – 19	£21,722 (43 students)
2019 – 20	Unknown

Smith's Wood Academy is determined to improve the progress of students in receipt of the Catch-Up premium. The specific needs of the students in terms of knowledge gaps is now identified initially in year 6 as part of the Academy transition programme and then by question level analysis of external GL baseline assessments in the September of year 7. The teaching of the small group 'Catch up' lessons took place around this analysis and progress is reviewed twice per year as part of the Academy assessment policy. Students were also supported with 'Accelerated Reader' and the 'Success in Arithmetic' programme in mathematics. The Academy also provides bespoke curriculum offers for some students who are in need of additionally literacy and numeracy support.

**Summary comments**

By July 2019 (year 7) 65% of students eligible for the Catch Up premium in year 7 were now making at least expected progress in English and 82% in mathematics using the new Academy assessment strategy introduced in September 2018.

**Evaluation of 2018 - 19 Catch-up premium expenditure**

Strategy	Evaluative comments	Lesson learned
Early identification of students in receipt of the Catch-up premium as part of transition programme and external baseline assessment.	Transition work was effective in identifying those students unlikely to achieve expected progress at KS2. Students were highlighted by the SEND department and placed into Catch-up groups based on their individual needs.	Catch-up strategies need to be implemented via transition activities in year 5 and 6 to ensure that the gap between below and expected progress is not unsurmountable in year 7. Visits to main feeder schools are now taking place by the Transition and SEND teams in Y5.
Timetabled 'Catch-up' lessons in mathematics and English with specialist SEND teaching staff.	The impact was not significant due to the different needs of the students within the groups.	An increased number of 'catch-up' groups needed to be created with a focus on the common needs of the common pastoral / SEND needs of the students and their numeracy / literacy needs.  Ofsted May 19 stated "Although extra intervention lessons are in place, some of these are not effective in helping pupils to catch up. New leadership of this area has very recently been put into place."
Use of accelerated reader programme to improve the reading age of 'Catch-up' students in Year 7	80% of students eligible for the Catch up premium increased their reading age as measured by the AR programme.	The AR programme needs to continue to support students eligible for the Catch up premium but needs to engage the support of parents at an earlier stage. The use of AR as

		part of the transition programme needs to be considered.
Use of 'Success of Arithmetic' to support catch-up students with maths.	This strategy evolved into a y7 Maths 'Catch-up' after school club run by the Head of KS3 maths. The scheme involved a 12-week programme with full parental involvement and attendance at each sessions. A highly effective, well-planned and delivered session that proved very successful.	The 'Catch-up' club needs to be expanded into 2 separate 12 week programmes to ensure any students that are not successful on the 1 <sup>st</sup> course can be re-selected for the 2 <sup>nd</sup> .

### Strategies for 2019-20 Catch up premium expenditure

Strategy	Actions / Success criteria
Early identification of students in receipt of the Catch-up premium as part of transition programme and external baseline assessment.	<ul style="list-style-type: none"> <li>Students identified by transition lead as part of early feeder visits (March / April 18);</li> <li>Identification of students for additional maths &amp; AR support as part of visits;</li> <li>Students identified and baseline assessments organised for September 2018.</li> </ul>
Timetabled 'Catch-up' lessons in mathematics and English with specialist SEND teaching staff.	<ul style="list-style-type: none"> <li>Catch up groups to include at least 60% of students in receipt of premium;</li> <li>Students chosen for groups based on: <ul style="list-style-type: none"> <li>KS2 scaled score;</li> <li>GL assessments;</li> <li>Teacher professional judgement;</li> <li>Parental opinion.</li> </ul> </li> <li>Catch up groups designed around: <ul style="list-style-type: none"> <li>Literacy / numeracy – nurture group;</li> <li>Literacy / numeracy – ASD group;</li> <li>Literacy / numeracy – Personal development &amp; self-esteem.</li> </ul> </li> <li>Success criteria: <ul style="list-style-type: none"> <li>At least 90% of students in receipt of Catch Up premium make at least expected progress in English and mathematics by July 2020</li> </ul> </li> </ul>
Use of 'Maths catch-up club' ensure that students who have fallen behind at KS2 are given the opportunity to catch-up by the end of Y7.	<ul style="list-style-type: none"> <li>2 x 12 week rolling programme introduced in January 2020 by Head of KS3 maths.</li> <li>Success criteria <ul style="list-style-type: none"> <li>At least 90% of chosen students make at least expected progress by July 2020</li> </ul> </li> </ul>
Use of 'Mathletes club' as part of transition programme for y5 and 6 students.	<ul style="list-style-type: none"> <li>Club introduced as part of transition programme for y5 / 6 students.</li> <li>Success criteria <ul style="list-style-type: none"> <li>At least 90% of chosen students make at least expected progress by July 2020</li> </ul> </li> </ul>
Faculty and Subject Leads to have a systematic approach in their areas of responsibility to ensure teachers can identify, intervene and track students identified as falling behind.	<ul style="list-style-type: none"> <li>Strategy developed with relevant Line Manager and included in Faculty Improvement Plan.</li> <li>Sign-posted review dated included to allow leaders to assess progress and intervene as appropriate;</li> <li>Students (when identified by GL Assessments) identified on SIMS;</li> <li>Faculty Teams given training as part of Academy CPD programme with regards to pedagogical strategies to use in the classroom;</li> </ul>