

Year 7 Catch-up premium 2019-20

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
2019 – 20	£17,000

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

Summary comments

Unfortunately, as the Academy closed in March 2020 we were unable to formally measure the progress of our learners to establish the progress of students in receipt of the Catch-up premium. We are therefore unable to provide empirical data to support the success of our strategies.

Evaluation of 2019 - 20 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.	This was effective due in part to the work of the EL for y7 and her data gathering. This was reinforced by the completion of baseline assessments	An effective strategy – needs to be continued.
Timetabled 'Catch-up' lessons in mathematics and English with specialist SEND teaching staff.	Colleagues delivering these sessions were not suitably qualified nor effective at delivering a specialist maths or English curriculum	Not an effective strategy. The responsibility for catch-up will be returned to faculties and a strategic responsibility given to an appropriate member of staff.
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.	Highly effective and well-attended club run by the Head of KS3 maths. Students were fully engaged and parental involvement was high	A similar strategy must be employed in 20/21.
Use of 'Mathletes club' as part of transition programme for y5 and 6 students.	Unfortunately, this strategy did not prove successful due to a lack of opportunity provided by feeder schools.	This was not an effective use of resources and will not be continued.
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.	This was highly effective in mathematics but less so in English due to a change in faculty leadership and focus.	This requires a much more systematic response to support leaders in English to understand how to evaluate and react to assessment outcomes.

Strategies for 2020-21 Catch up premium expenditure

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Additionally, the Government have announced funding for a 5 to 16 programme that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020

Additional strategies for the Covid related catch up premium are (at the time of writing) being collated and evaluated for suitability and potential impact.

Strategy	Actions / Success criteria
<p>Early identification of students in receipt of the Catch-up premium as part of transition programme and external baseline assessment.</p>	<ul style="list-style-type: none"> • Students identified by transition lead as part of early feeder visits (May / June 2021) • Identification of students for additional maths & AR support as part of visits; • Students identified and baseline assessments organised for September 2018.
<p>Timetabled 'Catch-up' lessons in mathematics and English with specialist mathematics, English staff and SEND teaching staff.</p> <p>Co-ordinated by recently appointed colleague with responsibility for catch-up in maths.</p>	<ul style="list-style-type: none"> • Catch up groups to include at least 60% of students in receipt of premium; • Students chosen for groups based on: <ul style="list-style-type: none"> ○ KS2 scaled score; ○ GL assessments; ○ Teacher professional judgement; ○ Parental opinion. • Catch up groups designed around: <ul style="list-style-type: none"> ○ Literacy / numeracy – nurture group; ○ Literacy / numeracy – ASD group; ○ Literacy / numeracy – Personal development & self-esteem. • Success criteria: <ul style="list-style-type: none"> ○ At least 90% of students in receipt of Catch Up premium make at least expected progress in English and mathematics by July 2020
<p>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.</p>	<ul style="list-style-type: none"> • 2 x 12 week rolling programme introduced in September 2020 and 21 by Head of KS3 maths. • Success criteria <ul style="list-style-type: none"> ○ At least 90% of chosen students make at least expected progress by July 2021
<p>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.</p>	<ul style="list-style-type: none"> • Strategy developed with relevant Line Manager and included in Faculty Improvement Plan. • Sign-posted review dated included to allow leaders to assess progress and intervene as appropriate; • Students (when identified by GL Assessments) identified on SIMS; • Faculty Teams given training as part of Academy CPD programme with regards to pedagogical strategies to use in the classroom; • Delivered as part of recently adapted learning journeys and new assessment strategies.