

Year 7 Catch up Premium

The catch up premium provided schools with additional funding for each year 7 student who did not achieve the expected standard in either reading and/or Maths at the end of KS2

The school received **£7750** Year 7 Catch up premium in March 2017 for the academic year 2017/18.

At the beginning of the academic year all students take Reading, spelling and Maths assessments. The results of these tests are collated and students with areas of need are identified. At this stage the SENCO and learning support team work together with both the Maths and English departments to plan for appropriate interventions to suit the needs of the student.

<u>Intervention Strategy</u>	<u>EEF reported impact</u>
Students who did not sit their SATS examinations and are Below Age Related expectations across the curriculum participate in a reduced curriculum timetable. Within this timetable time is allocated – x6 hours per week – to the teaching of both functional Numeracy and Literacy skills. There are smaller class sizes for these students across the core subject lessons with a higher ratio of LSA support to plan for precision teaching opportunities.	<i>1:1 tuition + 5 months Reducing class size + 3 months Small group tuition + 4 months Effective feedback + 4 months</i>
Members of staff were allocated to support in reading lessons to read with students either 1:1 or in small groups. New ranges of books were purchased to support low level readers and all students on this support received a full intervention of paired reading	<i>1:1 tuition + 5 months Small group tuition + 4 months</i>
Support with reading, writing and spelling was given to those students requiring additional literacy interventions via a reduced timetable. Those students participated in x5 sessions across the school fortnight and focused on the Read, Write, Inc phonics programmer and additional spelling support via Star spell in small targeted groups.	<i>Reading comprehension + 5 months Small Group tuition + 4 months Mentoring + 3 months</i>
The literacy and Homework Club provided support for all students who needed additional guidance with home study. Some students were directed to the support via identification within the learning support base .	<i>Small Group tuition + 4 months</i>
Drop in literacy support groups took place 3 times per week with one focusing on the support of dyslexic students. Students are identified and referred to the	<i>1:1 tuition + 5 months</i>

SEND team where the learning support manager coordinates personalised programmers depending on the area of need.	<i>Small group tuition + 4 months</i>
An additional numeracy support class was identified by the Maths department and led by a subject teacher. Support reflected the areas of need identified within the subject lessons. Those in need of further support were referred to the learning support team and precision teaching techniques used in a more intensive intervention.	<i>1:1 tuition + 5 months Small group tuition + 4 months</i>
All year 7 students receive additional library lessons where silent reading is encouraged alongside a reading log book. During this lesson additional support is given to those in need of reading guidance.	<i>Reading comprehension + 5 months Small Group tuition + 4 months Mentoring + 3 months</i>

IMPACT

Literacy

Reading Ages 2017-2018

Over the last academic year 75% of students receiving additional literacy support had a positive rise in their reading ages, with 20% remaining the same and only one student with a lower age.

In spelling age 50% of students made positive progress. There will be an additional focus on spelling support over the next academic year to include additional literacy lessons.

<u>STUDENT</u>	<u>2017</u>	<u>2018</u>
1	9	10/3
2	9	12/5
4	9	9/7
5	9	9/3
6	9	9
7	9/3	12/3
8	9	9
9	9	11/5
10	9	9/9
11	9/3	11/2

12	9	9
13	9	9
14	9/3	12/3
15	9	11/2
16	9/3	12/6
17	9/7	9/3
18	9/7	10/3
20	9/3	11/8
21	9/7	11/5
22	9/3	12

LANGUAGE
COMPREHENSION

GROUP 2017 18	Pre	Post
Name	Score	Score
Student 1	C48	C51
Student 2	C 49	C51
Student 3	C 42	C46

As a child develops language for thinking, they move from the concrete (here and now) to the abstract (how and why). To provide a structure for teaching, the transition from concrete to abstract has been divided into three language level: A, B and C.