

Year 7 Catch-Up Premium 2019 – 2020

Funding allocation for 2019/2020:

The Catch-Up Premium is a grant given to schools in order to support students who have not made expected progress at the end of Key Stage 2.

In 2019 to 2020 schools will receive the same overall amount of year 7 catch-up premium funding they received in the previous year. Last year the academy received £18,411.

Specific guidance pertinent to this document can be found at:

<https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools>

This year the KS2 assessment is based upon a standardized scaled score of between 80 and 120 with 100 representing the national average. Ark Boulton will be targeting support towards all students with a score below 100 in either their English reading or mathematics KS2 tests and will include students with no previous KS2 scores.

Therefore the students to be targeted are (previous year number):

- 88 (+12) students in Reading
- 69 (+16) students in Mathematics
- 66 (+22) students require Catch Up support across both English and Mathematics

Year 7 Fresh Start Programme 2019 – 2020

This is a programme intended to support students who have been identified as having a reading age of 9 or below. Students undertake a WRAT test in order to further identify specific literacy needs. Students then receive Rapid Reading interventions and personalised support.

Currently there are 52 (+18) students identified as being in need of this support.

Planned spending for the academic year 2019 – 2020:

Curriculum Area	Strategy	What does research tell us about the effectiveness of this strategy?	Number of students targeted	Impact on progress (to be measured through Academy assessment regime)
English	English Fresh Start phonics reading programme	Research suggests that the Fresh Start phonics programme can increase student progress by 0.24 this is equivalent to 3 months additional reading progress (Gorard, Siddique and See, 2015)	52 Catch-Up students	
	Expressive Writing Scheme of Learning	Evidence of writing intervention is limited in secondary provision (DFE, 2012). Explicit teaching of vocabulary and comprehension.	184 (all students)	
	LLT time daily	Provides opportunity for students to receive teacher-led reading lessons. The emphasis of which is to improve the reading fluency and vocabulary range of students. Programme and concept of giving more time for learning; an Ark Pillar.	184 (all students)	
Mathematics	Increased time for teaching in English and Mathematics	Clipson-Boyles, 2000 in DFE (2012) cites that more time enable teachers to teach specific approaches in more depth. Ark Pillar: Depth Before Breadth.	184 (all students)	
Year 7 Numeracy	Timetabled numeracy lesson delivered by a qualified mathematics teacher	Students receive 1 additional hour of numeracy teaching on their timetable	27 Catch-up students	
Whole Academy approaches	Development of the Student Support Leader and Achievement Leader role	Sharples et al, 2011.	184 (all students)	

Impact Statement for 2018-2019

Action #	Catch-up Premium Used For:	Allocation	New or continued activity	Brief summary of the intervention	Specific intended outcomes:	How will this activity be monitored	Actual impact:	WHO	Line Manager
1	English		Continued	LLT/ increased curriculum time/ reading resources	Improved outcomes in English assessment outcomes	Academy assessment systems	21 students that were below KS2 expected standard score attained an AA+ grade of 4 or better indicating that they have caught up with their peers	JLE	FA
2	Mathematics		Continued	Increased curriculum time	Improved outcomes in mathematics assessments	Academy assessment systems	17 students that were below KS2 expected standard score attained an AA+ grade of 4 or better indicating that they have caught up with their peers	MDB	CE
3	Fresh Start		Continued	Use of phonics programme to support improved reading ages	Accelerated reading age progress	Bi-annual NGRT test	On entry 24 students had a reading age of 9 and below and received Fresh Start intervention to support them catching up in English. These students were re-tested (NGRT) made on average an improvement of 2 years (23.5 months) progress over the year.	MJ	FA