

## **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 and Impact report:

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	<ul style="list-style-type: none"> <li>4 students were absent when re-testing occurred</li> <li>4 students achieved the same NGRT test outcome as previously</li> <li>7 students regressed in their NGRT score</li> <li>19 students made strong progress (12 months or more)</li> <li>17 students made 3 – 6 years progress in their reading.</li> </ul> (Summer 2 testing did not take place due to schools closure)  Autumn 2 outcomes were strong in English, again, Summer data not available
	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)	English Department evolved the Expressive Writing Programme, taught to all Lower School students but identified as a key ‘Catch Up’ tool to build on the content learned in their English Mastery curriculum and interleave the key rudiments of writing taught in the original programme.  Autumn 2 outcomes were strong in English, again, Summer data not available
	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)	Autumn 2 outcomes were strong in English, again, Summer data not available, contributed to through the use of intentional teaching of reading and the use of scripted questioning.

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)	No terminal assessments to measure impact
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	Teacher on maternity leave, however academy is supporting Year 7 learning thorough the investigation and implementation of DR Foster maths
Whole Academy approaches	Development of the Student Support Leader and Achievement Leader role	EEF Teacher Toolkit behaviour focus	184 (all students)	The Welfare leaders were deployed effectively to support the academy’s vulnerable students and received additional training in Mental Health to acknowledge the increased potential for students to experience anxiety and stress, symptomatic of the impact of lockdown.

**Impact Statement for 2019-2020**

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Whole Academy approaches	Development of the Student Support Leader and Achievement Leader role	Sharples et al, 2011.	184 (all students)	