



## **Year 7 catch-up Premium 2018-19 (class of 2023)**

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### **What is the criteria for year 7 catch up and how much funding do we receive?**

In 2018-19 we received £25,000 in year 7 catch up premium money. This money is spent on new Y7 students who haven't reached the expected standard in their key stage 2 tests (KS2). These are students that join our school with a reading score not equal to or greater than 100 (national standard) and require additional help to progress further.

SVC defines below ARE (age related expectations) as students not entering SVC with a score equal to or greater than 100 which equates to <1.5 on its whole school assessment model.

### **Year 7 catch-up English:**

#### **Overview**

66 students entered SVC below ARE for their KS2 reading score and 87% of those students progressed to above ARE in English by the end of the school year. Of the 54 students who were able to access the KS2 reading test in year 6 (but were below ARE), 95% met ARE by the end of year 7. Of the 12 students who came working below the level required to access the test in KS2, 5 of them reached ARE by the end of year 7. 100% of those students unable to access KS2 reading test made more than a whole grade of progress and this has brought them in line or very close to ARE by the end of year 7.

#### **How did we intervene?**

We assess all our year 7 students who join in September. These results are standardised and ages assigned. From this data the Hub assign students to the 3 English based interventions; reading, spelling and Toe-by-Toe. The threshold for interventions is a reading/spelling age of 9 years and 6 months or lower, which is a standardised score of 85 or lower.

Once identified, they are tested further using the Salford Sentence reading test and the Schonell spelling test. From here we have an age-related benchmark. For the class of 2023, we had 26 students attending early morning interventions. They attended the Hub from 8.30-8.50 for at least 2 mornings per week for reading, spelling (and handwriting if there is a significant need identified). Toe-by-Toe involves them coming out of lesson for additional support for a ten minutes every day.



## **What is the data about outcomes and their progress?**

In 2018-19, the average progress made for reading from Oct 2018 - Feb 2019 was 13 months. For spelling it was 5.5 months.

By the end of the year (Oct - June) the average progress was 17.1 months for reading and 10.7 months for spelling.

## **Year 7 catch-up maths:**

### **Overview**

74 students entered SVC below ARE for maths and 74% of those students progressed to above ARE in maths by the end of the school year. Of the 74 students, 13 students came in working below the level required to access the test in KS2. Of the 61 students who were able to access the KS2 Maths test in year 6 (but were below ARE), 84% met ARE by the end of year 7. 63% of the students unable to access the test in KS2 made a whole level of progress or more and this has brought them in line with or very close to ARE by the end of the school year.

### **How did we intervene?**

Students entering SVC with the lowest KS2 scores have a numeracy programme targeted at helping them meet ARE. Students go to morning maths for the whole of year 7 during registration and work through a targeted numeracy resource with a year 10 mentor. Students in groups with the lowest KS2 maths scores are supported by a maths specialist teaching assistant. Class sizes are smaller for students with lower KS2 scores to enable more teacher time and personalised feedback in the classroom. The combination of these approaches enabled us to have the success outlined above with the vast majority of students reaching ARE or making good progress towards it.

## Cost summary of interventions to help year 7 students catch up

Focus	Activity	TA costs @ L2	Teaching costs	Total
<b>Learning support for literacy to reach ARE</b>	30 students sessions per week reading and/or spelling intervention (30 x 20 minute sessions - 21 students in total)	5,062		5,062
	Every lesson 1 TA is doing Toe by Toe phonetics recovery programme (25hrs per week total – 18 students)	12,654		12,654
	5x 30 minute (8.00 -8.30am) preparation weekly	1,265		1,265
	Hours spent by 1 x level 2 KS3 Literacy TA on organisation of KS3 literacy interventions.	506		506
	Identified students attend 6 targeted phonics based reading lessons per fortnight (HW). All aiming to achieve a level 1+ at end of year.	1,876 (range of TA levels)		1,876
	1x level 2 TA admin session per week	506		506
<b>Learning support for numeracy to reach ARE</b>	2x TA early morning 20 min session per day.	1,686		1,686
<b>Mainstream Maths and English catch-up provision</b>	Smaller classes for students KS2<100. Class size of 23 compared to mean average of 30 in maths.	1,772		1,772
<b>Mainstream Maths catch-up provision</b>	Numeracy activities in tutor time			0
	Morning maths – a term working through a targeted numeracy resource with a year 10 mentor			0
<b>Maths intervention</b>	All students assessed half-termly with termly exams in the hall. Students identified for intervention if they are 2 sub-grades off target or 1 sub-grade if they are disadvantaged or SEN		1,026	1,026
<b>Mainstream English catch-up provision</b>	Differentiated scheme of work for 7S & 7T			0
	Post assessment intervention for students (min 3 times a year) entering SVC below ARE and not on track to achieve a 1+ by the end of Y7. Run by one English teacher (a total of 10 hours)		428	428
	Additional materials	250		250
	<b>Total</b>	<b>25,577</b>	<b>1,454</b>	<b>27,031</b>