

Year 7 Catch-Up Premium

What is it?

The Year 7 catch-up premium is used by North Kesteven Academy to deliver additional tuition or intensive support 1:1 or in small groups, giving pupils valuable strategies which will help them make progress.

The government has allocated a maximum of £500 in respect of each pupil who was at a maintained school in year 6 who had not met National Standards in reading and/or mathematics in their Key Stage 2 SATs.

At North Kesteven Academy, catch-up funding in 2018/19 is anticipated to be £9500

Who has responsibility for Catch-Up?

The SENDCo, Mrs Calder has overall responsibility for Catch-Up.

English Catch-Up

- Pupils are identified by looking at those pupils who were “NS” (not met expected standard) in English KS2 SATs
- Due to the changes to KS2 SATs, this year there are more pupils than previously working ‘Below Standard’ in Literacy.
- In order to put a student on the appropriate pathway, diagnostic tests [CATs] are carried out with the pupils. These are simplified versions of formal examinations and provide an excellent indicator of the way in which pupils learn, as well as their ability.
- To create a further learning profile of an individual pupil, numerical reading age test scores (sat as part of the CATs) are also used
- With this quantitative and qualitative data, one of three pathways is available to a pupil.

“THE 3 TIERS”

- Pupils with the most significant literacy gaps are assigned ‘One to One’ sessions with the Learning Support Team. These take place in the computer suites during timetabled slots.

- Pupils with moderate literacy gaps are assigned to small group during registration time.
- Pupils with mild literacy gaps are supported through normal class-based teaching.
- Pupils may transfer paths depending upon the progress they make. Sessions are time limited.

Initial Sessions – all Pathways

Tier 1	'One to one' sessions on specific literacy issues, for example spelling and reading strategies.
Tier 2	Small group literacy sessions to include Lexia, Read, Write, Gold and Accelerated Reader.
Tier 3	Weekly support sessions for students where they can get assistance with homework tasks from across curriculum areas.

Maths Catch-Up

- Pupils are identified by looking at those pupils who were "NS" (not met expected standard) in Maths KS2 SATs.
- Raw scores are used to rank the students. The students with the lowest scores are selected to attend a maths booster session, which is timetabled.
- Pupils with moderate gaps attend a group during registration.
- Pupils with mild literacy gaps are supported through normal class-based teaching, in addition to using Maths Watch and My Maths.
- Students are paired-up with a mentor from Y12.

How impact/progress is measured

ENGLISH

- 3 yearly assessments are used by the SENDCo to monitor all pupils.
- Repeated reading age tests will be sat so that progress can be seen from baseline tests

MATHS

- 3 yearly assessments are used by the SENDCo to monitor all pupils.

- Attendance at the sessions will impact on the students' performance in lessons. Confidence is gained in students' basic ability and the class teacher will monitor the improvement in the basic maths skills.
- Tests are taken in Maths across the year and the progress in these test results is monitored.

Provision (What the money is spent on)

How the school has spent the pupil premium:

Total Amount:

£9,500

Activity

Small Group Tuition in English (Tiers 2/3)

Small Group tuition in Mathematics (Tiers 2/3)

Small Group Tuition in Literacy (Tiers 2/1)

Small Group Tuition in Numeracy (Tiers 2/1)

Individual Discretionary Fund for Looked After Children (1 student)

Accelerated Reader

Sixth Form Reading Mentors

Impact 2017/18

Literacy

- Students' intervention included small tuition groups, Lexia, IDL and targeted homework in English.
- 83% of students were assessed as being on or above target in English by the end of Y7.
- 17% of students will continue with interventions into year 8.
- Of the students identified for Y7 catch-up, two students had further additional needs identified. One student is now in the formal process of the EHCP assessment stage.

Numeracy

- Maths groups were made smaller and PiXL baseline tests were used to identify gaps in knowledge and understanding.

- PiXL resources were then used to support students in narrowing the gaps between them and their peers.
- Of these students, 87% were assessed as being on target in maths at the end of year 8.
- The remaining 13% of students will continue this work into year 8.