

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 2019/20 is projected to be:

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 (1 student)
- 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 [MidYIS] 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.
- 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 to small grouped sessions with the Learning Support Team. These take place in the computer suites or in classrooms during timetabled slots.
- Pupils with moderate literacy gaps are assigned to small group during registration time and are also set according to need so that their English lesson time can also help to close the gap.
- 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	Small timetabled group sessions on specific literacy issues, for example spelling and reading strategies using Fresh Start
Tier 2	Small group literacy sessions to include Lexia and IDL
Tier 3	Weekly support sessions for students where they can get assistance with homework tasks from across curriculum areas.

Maths Catch-Up

- Pupils with the most significant numeracy gaps are assigned to small grouped sessions with the Learning Support Team. These take place in the computer suites or in classrooms during timetabled slots.
- Pupils with moderate literacy gaps are assigned to small groups during registration time and are also set according to need so that their Maths lesson time can also help to close the gap and to secure the foundations of mathematics.
- Pupils with mild numeracy gaps are supported through normal class-based teaching and targeted homework tasks.
- Pupils may transfer paths depending upon the progress they make. Sessions are time limited.

Initial Sessions – all Pathways

Tier 1	Small timetabled group sessions on specific numeracy issues, for example times tables using IDL Maths
Tier 2	Small group numeracy sessions to include IDL Maths and MathsWatch
Tier 3	Weekly support sessions for students where they can get assistance with homework tasks from across curriculum areas.

How impact/progress is measured

Literacy - Regular testing of reading and spelling on all platforms. Students may move between tiers, depending on progress.

Numeracy - Regular testing of numeracy progress. Students may move between tiers depending on progress.

Provision (What the money is spent on)

How the school has spent the pupil premium:

Total Amount:

£9,878

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)

IDL

Lexia

Maths Watch

Impact 2017/18

Literacy

Background - Students were allocated one of three tiers. Students with the lowest scores were put into tier 1 and received small group tuition. Students in tier 2 received extra support via Lexia and IDL intervention. Students in tier 3 received additional intervention through their normal lessons and homework.

Of the students allocated small grouped sessions, 67% of them achieved their target of improvement in literacy and their reading and spelling scores. 33% partially achieved this target. Students who did not achieve their target will continue with support into Y8.

Tier 1 was the most successful in terms of students meeting their target. In light of this, more students will have access to this tier 1 support in 2019/20.

Numeracy

Background - Students in maths were also allocated one of three tiers. Students with the lowest scores were put into tier 1 and received small group tuition. Students in tier 2 received extra support via PiXL intervention. Students in tier 3 received additional intervention through their normal lessons and homework using MathsWatch.

Maths: Of the students allocated small grouped sessions, 40% of them achieved their target in closing the gap with their peers. 60% of these students partially achieved this target. Students who did not fully achieve their target will continue with support into Y8.

In 2020, maths intervention will come through small group teaching and IDL Maths so that students can be more closely monitored. Maths teaching groups will be changed into sets so that the support in the classroom is accurately pitched for the needs of the students.