

John Masefield High School

Year 7 Catch-Up Premium 2019-20 Review

Overview

The Year 7 catch-up premium has been offered by the Government as a commitment to provide additional funding to schools. This is aimed at each Year 7 pupil who did not achieve at least level 4 in the Key Stage 2 national curriculum tests in reading and/or mathematics. The purpose of this funding is to enable John Masefield High School to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it.

Year 7 Catch-Up Premium 2019-20

We identified 11 pupils eligible for the catch-up premium in the academic year 2018-19. This is made up from:

Literacy only	15
Numeracy only	0
Both literacy and numeracy	0

In addition we further identified 2 pupils, via internal data, who had low reading ages that would benefit from intervention to improve these scores and develop further confidence with reading and literacy skills.

The projected amount of funding for 2019-20 was £7,181 and we spent this in a variety of ways including:

- ☐ Small group intervention following the reading recovery programme of Fresh Start
- ☐ Teachers offering extra intervention and support in literacy for Year 7 catch-up group.
- ☐ In-class support for literacy and numeracy will take place, and extra TA time allocation to support students in English and Mathematics lessons
- ☐ Reading Intervention via our reading buddies scheme
- ☐ External trips

Objective	Success Criteria	Met/Not met	Successes	Areas for improvement
Literacy	Students on programme to make accelerated progress (over 12 months progress) over the 9 months of the course.	MET MET	<u>Phonics</u> - with 93% students making on average 16 months progress by the end of the programme. <u>Reading comprehension</u> This shows that as a group the average progress is 18 months in 6 months which is better than <u>accelerated progress</u> .	Use data to set the students into similar ability groups and re assess at every data point. Lockdown meant that students did not receive a full year's intervention. Students were assessed at the start of year 8 and 8 students resumed their planned Fresh Start phonics intervention.

Objective	Success Criteria	Met/Not met	Successes	Areas for improvement
Literacy	Those with low RA and SA (Standard score between 85-95) progress in line with their peers and reduce the gap.	MET	The 5 students who received Reading buddy intervention (2 x 30 mins per week) made on average 19 months of progress in 5 months.	Lockdown meant that these students did not receive a full years intervention. These students were reassessed, using ARTi and reading buddies continued in yr 8 for those still between 85-95) Daily reading with HLTAs was also introduced for 14 students.
Comprehension	Those with a reading age below a standard score of 85 (those still more than 2 years below their chronological age) to progress in line with their peers and reduce the gap.	MET	Use of Rapid plus assessment tests show an improvement of on average 30 months of progress in reading age over a period of 12 months.	Lockdown meant that these students did not receive a full years intervention. These students were reassessed using ARTi, in September 2020 and reading buddies continued in yr 8 for 2 students who did not make progress.
Improve student's self esteem and confidence.	Students will improve their confidence when reading which will impact positively on their learning within the classroom and make progress in line with their peers, reducing the gap	MET	Improved self esteem evidenced by teacher feedback and scores on individual reports.	Celebrate successes by utilising Praise Postcards for students in the Fresh Start group and the daily reading groups by sending them home and involving parents in their successes. Liaise with Primary feeder schools so Fresh Start students can read to primary school students and improve self esteem and confidence.
World Book day visit to local bookshop and the local library.	Those in the Fresh Start will be encouraged to read, make progress in line with their peers, which will reduce the gap and increase their self-esteem.	NOT MET	Lockdown meant we were unable to go ahead with this.	Re instate the trip to the book shop and library when Covid rules allow to encourage students to read.