

Year Seven Catch Up Premium Impact Report 2019/20

The literacy and numeracy catch-up premium was introduced by the Government in June 2013 and is paid to schools to raise Year 7 students' levels in Reading and Maths so that they can access the secondary curriculum. In 2019/20 Holmer Green Senior School received £16 997.

We have two main objective which underpins the allocation of funding and support for students who have not achieved the expected standard in Reading and Maths. This is to ensure that they are able to make rapid progress in Year 7 and that this progress is sustained through the rest of their time at Holmer Green Senior School. By improving the standards of literacy and numeracy, our young people's life chances are also improved.

2019/20 Strategies and Interventions

Support took four different approaches:

1. Curriculum, Teaching, Learning and Assessment
2. Attendance
3. English and Maths Strategies and Interventions
4. Long term Strategies and Interventions

Curriculum, Teaching, Learning and Assessment

Teaching and Learning at Holmer Green Senior School is consistently strong. Students make sustained and often substantial progress, both in lessons and overtime. This is reflected in the progress of our catch-up premium students. The progress of these students is also supported by a rich and diverse curriculum that enables teachers to consistently stretch and challenge all students in lessons. This curriculum includes Penn Resilience Programme lessons for year 7 students on how to approach education. These focus on resilience, independence and determination to help student's education in a different manner.

To ensure the quality of teaching and learning remains high, and to allow us to more effectively close the gap, we have a bespoke CPD pedagogy menu in the school. This allows us to increase the impact of first wave teaching in all classrooms.

Baseline data is gathered on students when they enter year seven using CATS testing (£2979). All students were tested in January 2019. This data enabled personalised intervention to be put in place as well as ensuring students were, and continue to be, correctly set across the school so students receive the level of challenge and support they need.

Attendance

75% of students with a scaled score of below 100, had an attendance of above 95%. This allowed the majority of these students to access all of the curriculum and interventions required.

Students with poor attendance are tracked by the senior leader in charge of attendance and the attendance officer. Parents are contacted if attendance becomes too low. If low attendance persists the EWO will become involved. This swift action and a focus on parental engagement makes certain that student's attendance will not become a barrier to their learning and progress.

Each of the students with below 90% attendance were also involved with other agencies, including social care, to support them with both their in-school and at home needs.

Year Seven English Strategy and Intervention

Progress

20 (9%) students entered Holmer Green Senior School below 93 in their English reading SATS score. Of those 11 are on the SEN register with either an EHCP or SEN support. 11 are male. 5 students are eligible to receive Pupil Premium funding. A further 30 students came to HGSS with a reading score of below 100. 72% of these students caught up with their peer group over the course of 2019/20.

DUE to COVID 19 school closures assessment point three was not completed.

Assessment Point Two 2019/20 HGSS								
		WT	1L	1M	1H	2L	2M	2H
July 2019 KS2 Reading score	93-99	5	5	3	11	3	3	
	92-90		4	6	3	1		
	89-87			3	1			
	86-82			2				

Strategies: Reading Logs

Through-out year seven, students are asked to keep reading logs, a record of their independent reading. They are set reading targets by their teachers and are expected to read for at least one hour a week in addition to their library lesson. Student's feedback on this is positive, they now feel more confident in their reading and as a result the reading ages of most students have increased.



Strategies: Teaching, Learning, Assessment and DIRT



It is clear from student classwork, as well as the data, that our catch up premium students have made progress. The student work below is from one student who came in below 92. The quality of their written work has improved throughout the year due to the quality of teaching and learning in the department and the interventions in place.

Strategies: Lucid Testing

All year seven students also carry out the Lucid Testing (£840). This package assessed all students for dyslexia. The results of this allowed teachers and the learning support team to better target their interventions.

Strategies: LSA Support

Students with low KS2 scores on entry receive support from a Learning Support Assistant in their English lessons and within the learning support department (£10 773). This allows support to be targeted to the students' needs both in and out of lessons.

Strategies: Small group intervention

Once a week students in this group would be attend an intervention session in order to support them with their progress. Students in this intervention would re-visit what they had done that week in lessons and any other targeted support they needed (£305)

Strategies: Spelling Tutor

All students use spelling tutor. This program allows them to improve their spelling and therefore their English.

Strategies: Accelerated Reader

All Students use Accelerated Reader. This allows reading progress to be monitored and intervention put in place where needed.

Tutor Time Reading

All students will participate in tutor time reading twice a week. This will be made up of a variety of genres and formats.

Year Seven Mathematics Strategy and Intervention

Progress

13 (6%) students entered Holmer Green Senior School below 93 in their Maths SATS score. Of these, 6 are on the SEN register with either an EHCP or SEN Support. 6 are male. 3 students are eligible for Pupil Premium funding. A further 26 students came to HGSS with a maths score of below 100. 69% of these students caught up with their peer group over the course of 2019/20. The remaining students will receive ongoing support through year 8.

13 students entered Holmer Green Senior School below 93 in their Maths SATS score. Of these, 4 are on the SEN register with either an EHCP or SEN Support. 5 are male. 4 students are eligible for Pupil Premium funding. A further 36 students came to HGSS with a maths score of below 100.

95% of these students caught up with their peer group over the course of 2019/20. The remaining students will receive ongoing support through year 8.

Assessment Point Two 2019/20 HGSS								
		WT	1L	1M	1H	2L	2M	2H
July 2019 KS2 Maths score	93-99		5	2	9	8	2	
	92-90		1	3	1			
	89-87	1	3	1				
	86-82	2		1				

Strategies: One-to-one maths intervention and cracking times tables

Students in this group were supported by the learning support department. During these one-to-one intervention sessions students will use cracking times tables and other strategies to improve their numerous skills.

Strategies: Active Teach

This online AI system is used with students in year seven and eight to help them access the maths curriculum at home so they are better supported with their homework.

Strategies: Small group intervention

Once a week students in this group would be attend an intervention session during tutor time in order to support them with their progress. Students in this intervention would re-visit what they had done that week in lessons and any other targeted support they needed (£305)

Strategies: LSA Support

Students with low KS2 scores on entry receive support from a Learning Support Assistant in Maths lessons and within the learning support department (£10 773). This allows support to be targeted to the students' needs both in and out of lessons.

Long Term Strategies and Interventions

As well as the year-long strategies carried out in year seven interventions and strategies higher up the school are put in place. This enables students to make sustained progress and allows students with more complex needs (including those with Educational Health Care Plans) to be well supported.

The students who did not reach the expected benchmark at the end of Year 7 continue to receive intervention in Year 8, this is mostly done through learning support and small-group reading and maths sessions in the mornings. We also encourage parents to continue to read with their children at home via accelerated reader and to practise times tables with cracking times tables.

Further longer-term strategies include:

1. Accelerated reader and reading logs. This intervention carries on for students in years eight and nine. They are expected to read each day and self-quiz on the books they read in order to increase their reading age.
2. Tutor time reading groups. All students in years 7-10 will participate in reading in tutor time a set book, this will foster a love of reading and may result in an increase in reading age.
3. Appropriate curriculum provision. Students in Years 9-11 are given guided GCSE pathways, which may result in a dropped option when they can have added support with their GCSEs.
4. Raising Standards. Selected students go through a four week program designed to help them reflect on their behaviour, attainment and progress, self-identify their barriers to learning and take steps to improve. The results of this show that every student involved in this makes better progress, either academically or with their attitude, than other students in their year group.
5. Peer-to-Peer Support. This is available from the pastoral office and put in place if a student need or requests it.
6. Homework club. Study support and guidance for students once a week to improve their attainment, attendance and attitudes to learning.
7. Teacher CPD. In-school sessions as well as external training are provided by the school. These sessions are in line with the school's priorities of raising the progress and attainment of all students.
8. Century Tech. An online AI system which can be used to assess student's knowledge and guide them to bespoke pathways for them to increase their knowledge. This is being used throughout the school for Maths and Science.
9. Regular contact with home, including termly reports and information on how to support students at home.
10. Bedrock – AN online AI system being used in English for Years 8-9, to increase reading comprehension levels.
11. HOY will work on a passport for all PP students, enabling them to know each of the students in their year groups issues and strengths.

Long Term Impact

The impact of these long term strategies can be seen in the 2019/20 GCSE results. Students who came in with lower prior attainment achieved an overall Progress 8 score of +0.91, compared to the national average (2018) of -0.18. Their English Progress 8 was +0.83 and their Maths Progress 8 was +0.69.

These results continue the upwards trend of good progress for LPA students.

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	Overall	English	Maths	EBACC	Open
2019/20 All	+0.90	+0.77	+0.90	+0.68	+1.20
LPA (17)	+0.91	+0.83	+0.69	+0.63	+1.41
MPA (75)	+0.95	+0.85	+0.89	+0.78	+1.23
HPA (45)	+0.80	+0.62	+1.00	+0.54	+1.06

2020/21 Strategies and Interventions

The year 7 Catch-up premium funding for this academic year is now being included in the POST COVID19 catch up fund being offered to schools (£80,000, but this is for all year groups, so is in fact less, although HGSS will honour the usual £20,000).

Teaching and Learning

- All students will continue to sit CATs and lucid tests to give us a base line to give them the bespoke intervention they need. This will take place in January 2021 (£2979)
- All students will take PRP to teach them how to approach education with a resilient and determined attitude
- Continued use of Pedagogy sessions and CPD to provide all teaching staff with the provisional growth. This year this will focus on a whole school inset on phonics and methods used in primary school to read and split words into sounds

English

- All students will undergo lucid testing to look for signs of dyslexia
- From the start of the school year, we set up student reading logs and reading intervention via accelerated reader
- Reading ages are test throughout the year to allow us to target the correct students for interventions
- Reading mentors have been put in place for students with lower reading ages
- LSAs will continue to support in lessons to aid the progress of students with low KS2 scores (£10 773)
- Year 7 and 8 early intervention sessions will be started during tutor time to catch these students up
- Catch up premium students will continue to receive small group or one-on-one support with our Learning Support team to make sure they are making the desired progress.
- English Mastery. This is a pilot program aimed at improving precision and accuracy in English.

Maths

- LSAs will continue to support in lessons to aid the progress of students with low KS2 scores (£10 773)
- Cracking times tables will continue to be used to support in maths
- Year 7 and 8 early intervention sessions will be started during tutor time to catch these students up
- Catch up premium students will continue to receive small group or one-on-one support with our Learning Support team to make sure they are making the desired progress

Long Term Strategies

- Homework clubs run and monitored by HOYs
- HOY Passport for all PP
- Mentoring
- Peer-to-peer support
- Alternative curriculum provision
- Teacher CPD
- Attendance interventions
- Oracy lessons in year 9
- Bedrock learning for year 8&9 students
- Accelerated Reader for years 7-9
- Tutor time reading