St Clement's High School Year 7 Catch Up Report – 2019-2020

<u>**Context**</u>

The literacy and numeracy catch-up premium gives state-funded schools, additional funding to support year 7 pupils who did not achieve the expected standard in English or maths at the end of key stage 2. In 2019 to 2020, funding was allocated similar to the overall amount of year 7 catch-up premium funding we received in 2018 to 2019, with the reduction of the percentage change in the size of our year 7 cohort (-2.94%), based on the October 2019 census.

In 2019-20 SCHS received £12,984. The money is not provided so that students make expected progress. That should happen in a school without additional funding. The aim of the additional funding is to provide accelerated progress to narrow the gap with the rest of the cohort.

This was the last year of funding, with the guidance withdrawn in June 2021.

<u>**Identification.**</u>

The students are identified using KS2 data. The criteria, is not meeting the expected standard (scaled score of 100) at KS2 for Maths or English (Reading & GVP). This produced a cohort of 59 students.

Total cohort (59)	**Not at Standard in Maths** – 11 students	**Not at Standard in English** – 17 students	**Not at Standard in neither English & Maths** – 31 students
	Pupil Premium – 21 students (36%)	**Receiving SEN Support** – 22 students (37%)	**Both Pupil Premium & SEN Support** – 6 students (10%)

The table below summaries the approach of the school in 2019-2020

Strategy	Cost (approx.)	Expected Outcome
Accelerated Reader This computer based programme used within all English lessons and additional provision provided for students not at standard. Students independently read books (aimed at their ability) and answer comprehension questions on it.	software £1800	• **Sustained improvements in English/reading age**
Homework Group This is an after school provision which operates once a week for targeted individual support.	£1000	• **Homework grades of 1 and 2 are achieved** • **Homework detentions are rare**

Targeted Intervention Support – English Run or monitored by teacher assistants and English HOD, to ensure highlighted needs of these students are being met to allow for accelerated progress, particular focus for GPV.	£15,000	• **Monitoring by HOD to achieve successful programme.** • **Sustained improvements in GPV.**
Targeted Intervention Support – Mathematics Run or monitored by teacher assistants and English HOD, to ensure highlighted needs of these students are being met to allow for accelerated progress.	£15,000	• **Monitoring by HOD to achieve successful programme** • **Tutor time session support and follow-up intervention from classwork in small groups for accelerated progress.**
Numeracy Ninja Support Ran by 2nd in department to ensure basic skills were tested regularly in class. Printing of resources, administration cost of inputting results and monitoring of progress. Supplemented by the KS3 tutor programme. Tailored catch-up for identified students with the Maths Mentor of request from 2nd in department's analysis.	£1000	• **Recall of basic skills before applications are made in class** • **Tailored provision given to catch-up students based on the information collated.**

We will supplement the budget with additional funds if required. In addition we would as a consequence of the above strategies strive for the following improvements;

- Improvements in attendance
- Students gaining ATLs of 1 or 2
- Students enjoying school.

Successes of the 2019-2020 Strategy

The unprecedented times meant that some of the strategies planned were not as effective (management of AR was harder to complete remotely) and/or not carried out (Numeracy Ninjas during form-time. As we taught remotely, new strategies were employed including focused intervention in small groups by our TA team.

Year 7 Catch up (Cohort)	On or above expected progress	Working towards expected progress	Seek guidance from subject teachers to secure expected progress
ATL (overall and homework)**	**Less than 2**	**2.-3**	**3.1 +**
	15% (33%)	68% (58%)	17% (9%)
Annual attendance	**95%+**	**94-90%**	**Less than 90%**
	Not Applicable considering the circumstances		

General data

**ATL grade entries assessed remotely during lockdown.

It is hard to draw accurate conclusions with the ATL grades as the latest entries were assessed remotely during lockdown. Concern is shown with the higher percentage of students achieving 3.1+ as an Average ATL, on returning to school extra supervision of this group and consideration of the factors which may have affected their ATL grades (access to technology, somewhere appropriate to study) have been investigated.

Due to lockdown we only had one assessment entry input, therefore measuring progress over time is not possible.

	Maths Diff	Maths	English Dif	Subject Av	Av Diff	Average
Cohort	90	-33	56	-12	68	-19
Catch up	57		44		49	

As you can see from above the differences between the two groups with internal data give us a focus for the forthcoming year, to ensure the gap reduces across the curriculum, particularly in Maths.

Mathematics

	Catch-up Cohort	**Year Group**	**Difference**
Test One (Mean)	57%	90%	-33%
Test Two (Mean)	29%	71%	-42%

Test Two was an end of term paper with a range of topics, notably harder than the first paper. With such little evidence, (due to lockdown formal assessments ceased) it would be inexact to draw firm conclusions. With the evidence potentially indicating a widening gap

it is imperative that those students in year 8 get the additional support they need, these need to be monitored more closely; with regular recording of low stakes tests, the use of pre-requisite tests and topic tests and appropriate intervention to ensure they are narrowing the gap to their peers. The Mathematics department have started formulating a plan.

Reading

The data for the Year 7 groups presently involved with the Accelerated Reader programme this year are

Reading Age	No change or decline	2 -9 months improvement	10 months + improvement
September – September	27/48 (56%)	16/48 (33%)	5/48 (11%)

44% of the students had an improvement in reading age (21/48 students) over the academic year. Not all students remained as focus on the tests during remote learning and prior to this poor attendance for some of these pupils made it difficult to achieve accurate data. However some students within the first four months of the academic year made a year's progress.
The data was reviewed regularly and intervention in class and in tutor time were developed to fit the needs of each student. From this data, our intervention would have continued on these students, focusing on 1-2-1 reading and supporting closely in the STAR tests so that the data could be relied upon. These students will continue working with Accelerated Reader throughout year 8, as even though they were encouraged to do so during lockdown, not all made the expected progress, we had anticipated more so, even without any extra intervention.

In Conclusion

The students identified in 2019-2020 catch-up students will continue to be a focus for English, Mathematics and the achievement lead across the curriculum. These students appeared to have a poorer ATL and whilst there were extenuating circumstances in measuring these grades we need to ensure that this does not limit their potential and future progress. The group will be continued to be monitored throughout Year 8 as if they were still in the catch-up programme, with additional funds being used from other budgets if deemed necessary.

Review of the Catchup Policy – Completed June 2021

Extending the focus to this cohort has overall been beneifical. The focus ran alongside the Catch-Up plans and budget released as a response to Covid 19. Although attendance and ATLs are difficult to review as both were affected due to a second national lockdown individual departments have been able to show success.

Reading

Reading Age	No change or decline	2 -9 months improvement	10 months + improvement
September Y7 – July Y7	27/48 (56%)	16/48 (33%)	5/48 (11%)
September Y8 – July Y8	21/48 (45%)	10/48 (22%)	15/48(33%)

Some students this year were also a focus for the NTP with a focus on reading. This did show a significant improvement for some but not all. The introduction of IDL helped some students make progress in the first category, this will continue for them moving forward.

Reading will have a greater focus in the department, with more stringent analysis of data received from AR and STAR quizzes.

Mathematics

Catch Up Students: Numeracy Ninjas

The Numeracy Ninjas workbooks were used in during form time to help fluency with numbers. Number bonds, multiplicative tables and inverses form the basis of the program. Five minutes are allowed to answer 30 questions. Students marked their books and ideally one or two common errors are identified by the teacher whilst circulating the room and are addressed.

The results

	Mean starting score	Mean score across the weeks	Highest recorded score
Cohort	18	21 (+3)	
Catch-up students	12.8	15.6 (+2.8)	20.1 (+7.3)
Non-catch-up students	19.7	23.5 (+3.8)	27.2 (+7.4)

The mean starting score for the cohort was 18. For the catch up students the mean starting score was 12.8. The non-catch up students began with a starting score of 19.7.

The mean score across the weeks was calculated. The mean score for the catch up students was 15.6, a rise of 2.8 points. This represents at 22.4% gain in score. Over the same period the mean score for the cohort increased by 3 points, a gain of 16.7%. The non-catch up students increased their mean score by 3.8 points to 23.5. Although the gain is larger than that of the catch up students their percentage gain was only 18.9% due to their higher starting point.

The program also considers the highest score that the student attains over the course. This is the single highest score that the student records, and could be on the first day or the last day or in the middle. The mean of the highest recorded scores were 20.1 and 27.2 respectively for catch up and non-catch up students. These represent a mean gain for catch up and non-catch up students of 7.3 and 7.4 points respectfully. Although the catch-up students are lower again, when this is calculated as a percentage of their starting point, the gain for the catch-up students were 57.0% and 37.5% for the non-catch up students.

It should be noted that over the time period the mean number of absences for catch up students was 1.7 sessions compared to the non-catch up students with 1.4 absences.

Overall progress was made roughly in line with their peers throughout the extension of the catchup provision. Moving forward these students along with previous catch-up students will be monitored by the department with the consideration of intervention if and when appropriate.