

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

Context

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.

Identification.

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	<ul style="list-style-type: none"> • Sustained improvements in English/reading age
Homework Group This is an after school provision which operates once a week for targeted individual support.	£1000	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 2 nd 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 2 nd in department's analysis.	£1000	<ul style="list-style-type: none"> • 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 15% (33%)	2-3 68% (58%)	3.1 + 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 years 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.