

# Year 7 Catch Up Premium

## Catch Up Fund Statement 2019 to 2020

Padgate Academy is committed to ensuring equal access for all our students. The Academy will identify students for catch up premium based on their KS2 SATS outcomes of the September 2019 intake. The Department for Education (DFE) provides funding to schools for these pupils, who do not meet the standard score in English and maths (Literacy/Numeracy) at Key Stage 2. In 2019 to 2020 schools Padgate Academy will receive approximately the same overall amount of year 7 catch-up premium funding as received in 2018 to 2019 (approximately £12,109) adjusted to reflect the percentage change in the size of our year 7 cohort, based on the October 2019 census. The aim of this funding is to:

- To increase social mobility.
- To ensure that students from all backgrounds have an equal opportunity to thrive and to be successful.
- reduce the attainment gap between the highest and lowest achieving students nationally.

In September 2019 the Academy has identified 59 students who has a standardised score of less than 100 in English (reading) and 49 students who had a standardised score of less than 100 in maths. Of these, 44 students have a score of below 100 in both subjects.

We are working to overcome these barriers for our students and have structured our curriculum, pastoral support, and staffing to target these specific literacy and numeracy barriers. We recognise the quality of good or better teaching positively impacts on our disadvantaged cohort and our students' from lower ability groups. Our Year 7 Catch up premium is deployed to target these barriers to enable them to reach their potential.

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| Barrier being addressed:   | Improved literacy skills for Y7 students who are identified as not secondary ready.  |  |
| Actions  | Rationale and evidence for this choice? (EEF toolkit)  | Intended outcome(s)  |
| <p>All students to have reading test to compare against chronological reading age.</p> <p>Identified students are placed in smaller teaching group – 10hours of English per fortnight [ as opposed to 8hours]</p> <p>As part of their English lesson, students have one hour of IDL intervention per week.</p> <p>Teaching Assistant supports the teacher in each lesson and removes students for small group support when required.</p> <p>Reading buddies programme for targeted students.</p> | <p>Students are taught by one teacher as opposed to having a different teacher for catch-up which gives greater consistency in approach.</p> <p>IDL has been proven to accelerate students’ progress in Literacy. This reading digital intervention packages develop comprehension and phonics decoding. The Education Endowment Foundation (EEF) recognises the impact literacy interventions can have when delivered effectively. Based on extensive evidence the EEF predicts gains of +4 months.</p> | <p>The average progress of catch-up students making progress is in line with or above that of other student in English by the end of Year 7.</p> <p>Year 7 students are at their chronological age</p> |
| Barrier being addressed:   | Improved numeracy skills for Y7 students identified as not being secondary ready.  |  |
| Actions  | Rationale and evidence for this choice? (EEF toolkit)  | Intended outcome(s)  |
| <p>Identified students are placed in smaller teaching group – 10 hours of Maths per fortnight [ as opposed to 8hours] with specific focus on numeracy skills. Areas to develop have been identified through QLA of SATs and focus on mastering the basic number skills such as doubling, halving, number bonds etc.</p> <p>CPD provided to numeracy teacher fortnightly to ensure quality delivery and support with planning.</p> <p>Numeracy sessions during academic review.</p>               | <p>Based on extensive evidence that recognises the high impact of small group tuition. The effect size of small group tuition is +4 months based on research by the EEF.</p>   | <p>The average progress of catch-up students making progress is in line with or above that of other student in mathematics by the end of Year 7</p>  |

## Catch Up Fund Statement 2019-20 – Review of impact

Catch up received - £7,152

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| Barrier being addressed:   | <b>Improved literacy progress in Year 7</b>  |
| Actions  | Impact by end of year 2019-20  |
| <p>Identified students are placed in smaller teaching group with additional support. Students taught through the Fresh Start and the IDL Programme.</p> <p>Teaching Assistant supports the teacher in each lesson and remove students one to one support when required.</p>  | <p>Improved literacy by students who have accessed the Fresh start and IDL programme</p> <p>Students showed a greater independence overall to tackle work online</p>   |
| Barrier being addressed:   | <b>Improved numeracy progress in Year 7</b>  |
| Actions  | Impact by end of year 2019-20  |
| <p>Identified students are placed in smaller teaching group – 10 hours of Maths per fortnight [ as opposed to 8hours] with specific focus on numeracy skills. Areas to develop have been identified through QLA of SATs and focus on mastering the basic number skills such as doubling, halving, number bonds etc.</p> <p>CPD provided to numeracy teacher fortnightly to ensure quality delivery and support with planning.</p> <p>Numeracy sessions during academic review.</p> | <p>Due to the extra support put in place to support our identified pupils with their numeracy 3 of the pupils made enough progress to move up sets in maths. Other pupils in the group also made good progress but continue in year 8 with the support of the smaller group size. Confidence in their numerical ability, for most of the group had improved throughout the year and pupils were able to articulate their mathematical thinking when asked.</p> |