



## YEAR 7 CATCH-UP PREMIUM

The Year 7 catch-up premium is a fund to support pupils who did not achieve the expected standard in reading and/or maths at the end of Key Stage 2.

Sacred Heart received **£507** in catch-up premium in 2018-19. This additional grant was used in the following ways;

- for interventions for students whose scaled scores were below 100 in either literacy or numeracy or both.
- to address concerns and target intervention and support to accelerate progress.

### Year 7 Catch-up intervention programme

Intervention	Strategy	Intended impact
Small focused group intervention for English	<b>LEXIA Reading</b> is used to provide phonics instruction and gives students independent practice in basic <b>reading</b> skills. <b>LEXIA Reading</b> is designed to supplement regular classroom instruction. Students are removed from tutor time and work with Teaching Assistants. The programme is overseen by the SENDCo. Reading tests are done to determine progress( see data below).	<b>To develop reading and comprehension skills. Improve reading ages so that they are measurably closer to the chronological age(see table attached)</b>
Increased reading age and engagement – to support progress in English and across all subjects	Reading in English lessons helps to support student engagement in reading. <b>Recent pupil voice from Year 7 showed a real interest in reading and a love of shared reading in English lessons. This is recorded in a separate document. Borrowing records in Year 7 show boys interest in books about football newly purchased has</b>	Developing confidence in reading is the key intended impact here. <b>Boys and girls spoken to in PP audit in Year 7</b> of work showed a keen interest in reading and very

Intervention	Strategy	Intended impact
	<p><b>been above average.</b> The Head of English identifies that reading out loud engages the interest of boys. It also develops a love of reading and increased comprehension skills. Identified students use reading pens to help with more independent reading. English department works with the SEND department to support inference training. English classes are taught in mixed ability and the less able students are buddied up with the more able for support. All teachers are provided with detailed information from the SEND profiles. The Reading Strategy identifies a plan to buddy up Year 10 boys with weaker readers in Year 7. This will be part of our plan going forward and is identified in the Pupil Premium Strategy.</p>	<p>positive comments about the library and the variety of books offered in the library. Reading borrowing figures show significantly higher borrowing in Year 7 in comparison to other year groups. The deputy head along with the librarian is monitoring borrowing in the library.</p> <p><b>Borrowing of PP students shows no significant difference from that of non-PP students in Year 7.</b></p>
Numeracy intervention	<p>All pupils in year 7 are grouped according to their maths SAT scaled score. As these pupils have some of the lowest scores they have been grouped together. The class size of this group is smaller compared to the other classes in the year group. The work is then differentiated to support the pupils in this group to follow the same learning objectives as the rest of the year.</p> <p>Maths also recently completed a test in Y7 to identify pupils who need further help or targeting in class through targeted questioning and support from the class teacher. Pupil voice and book scrutinies in Year 7 show that there is no disparity in experience for students and that all students are supported to reach their aspirational targets.</p>	<p>Developing greater confidence in maths in the classroom is witnessed. Tracking of underachieving students to show impact. <b>TA intervention helps to support progress. The focus is on looking at where students are at. Direct tracking of progress of students whose scaled score is below 100 (what is being done for these?)</b></p>
Directed classroom questioning.	<p>Seating plans in class identify students in need of support. Staff directed to use no hands up questioning approach which allows for staff to direct questioning where necessary.</p>	<p>SLT monitoring of lessons has shown a directed questioning approach (see further Leadership section of Development Plan) Staff are getting better at supporting SEND students and have access to SEN Support Plans. Further work is needed to embed this approach and the headteacher has reported to all</p>

Intervention	Strategy	Intended impact
		staff his findings in a recent staff meeting. ie. It is happening but we need to ensure it is embedded.
Resources	Resources are provided as and where possible. Additional books have been bought for the Library which support less able readers. Librarian has specified section of books in the library to support this. Deputy head responsible for literacy is monitoring borrowing alongside the librarian, to help identify areas where borrowing is least.	Library books are bought in line with interest shown in borrowing. Librarian able to purchase a greater number of discounted books and evidence the strategy behind this through the number of books borrowed.
Attendance	To ensure that attendance is on 'everybody's lips'. Deputy Head works with assigned behaviour manager to monitor specific attendance of PP students. Attendance of PP students is monitored carefully with behaviour manager for PP ringing homes of specified students on a daily basis. This is logged on a spreadsheet and on CPOMS.	Impact intention is to ensure that attendance of our most vulnerable students is most closely monitored. This is also monitored in conjunction with the safeguarding lead. Attendance for most vulnerable group monitored daily. Assemblies used to highlight progress not just 100% attendance(praise is essential)

# IMPACT

Sex	Year	Sept. RA	Dec. RA	Progress
M	7	6.6	8	+ 16 mths
M	7	7.3	8	+ 9 mths
M	7	7.3	9.8	+ 29 mths
M	7	7.6	9.11	+29 mths
M	7	7.9	10.4	+31 mths
F	7	7.9	9.1	+16 mths
M	7	8.3	8.9	+6 mths
M	7	8.6	9.4	+10 mths

M	7	8.9	9.7	+22 mths
F	7	9	12	+36 mths
M	7	9.3	9.3	0
F	7	9.3	13.2	+47 mths
F	7	9.3	11.9	+30 mths
M	7	9.6	11.6	+24 mths
M	7	9.6	9.6	0

The above table shows the progress of Year 7 students as a result of the LEXIA intervention. Reading ages were taken prior to the start of LEXIA in September (column 3) and at the end of the intervention in December (column 4). The majority of students showed progress in their reading age.

### Analysis

- 15 students embarked on the Lexia programme over a three month period.
- There were 11 boys and 4 girls.
- 13 of the 15 students made progress
- Average progress made by all students = 20.33 months
- Average progress made by girls = 32.25 months
- Average progress made by boys = 14.18 months
- Difference in average progress between boys and girls = 18.07 months

\*Work to be done to address carefully the progress of the reading of boys whose scaled scores in literacy are below 100 and those whose reading age is significantly below chronological age.