

YEAR 7 CATCH UP PREMIUM

In the academic Year 2019/20 we received £7576 in respect of the Year 7 Catch Up Premium. Our review of the school's Year 7 Catch Up Premium strategy is set out below.

This money has been and will continue to be used by the school to provide:

- Units of sound multi-sensory reading intervention programme.
- One – One tuition.
- Reading Recovery Programme.
- Homework Club.
- Dynamo Maths.
- Maths Club.
- Saturday Morning Classes.
- Social Club
- Social Thinking Skills Group.
- Spellzone
- Speech and Language Therapy

Our reasons for using this approach are:

Units of sound is a phonics programme designed for pupils with a reading age below 8 years. It focuses on reading, spelling, memory and dictation in order to improve the skills of the pupils.

IMPACT: Pupils with low reading ages make accelerated progress with their reading because they follow a personalised intervention that is often not possible with small group learning. Their progress is assessed by the programme meaning they can work at their own pace.

One-One tuition is provided on an individual basis for those pupils who need specific literacy or maths intervention. These specific sessions are tailored to the pupils' needs.

IMPACT: Pupils receive personalised learning opportunities to address gaps which they have in their Key Stage 2 knowledge. This enables them to begin to access appropriate Key Stage 3 work alongside their peers.

The Reading Recovery Programme is designed for pupils who have a reading age between 9 – 10 years. The aim of this course is to improve the pupils' ability to decode words, to improve reading fluency and to improve comprehension skills. Reading Recovery sessions are held three times a week during registration.

IMPACT: Pupils become more confident in higher level skills of reading such as: summarising, inferencing and comprehension. This is because the intervention is specifically targeted at these skills.

Homework Club is held three evenings a week after school. The purpose of the club is to help those pupils who would find it difficult to complete their homework at home.

IMPACT: Homework club enables pupils who find homework difficult, to be given support in how to organise their homework schedule and use their homework timetable effectively. They are also given adult support in the completion of homework, thereby reducing anxiety around deadlines and completion of work.

Dynamo Maths is a comprehensive set of online resources that effectively address the difficulties faced by pupils in the area of Mathematics.

IMPACT: Dynamo Maths is able to identify the gaps in pupils' Mathematical knowledge and helps pupils to overcome their difficulties by introducing them to topics which have smaller more manageable steps and this helps to increase their level of self-confidence.

Maths Club provides extra support to pupils who find Maths difficult and enables these pupils to feel confident in their mathematical ability. Maths Club is held three times a week on Tuesday, Wednesday and Thursday.

IMPACT: Activities in Maths club are delivered in a game-like format and are intended to be fun, engaging, interactive, and developmentally appropriate. As the club is for a very small numbers of pupils they are able to focus on the basics of Maths including the four key operations, times tables, shape and basic number. Redressing these key skills and ensuring a solid foundation enables pupils to integrate themselves in to the Key Stage 3 curriculum.

Saturday Morning Classes are held for one and a half hours during the Spring term to help pupils develop their literacy skills in particular.

IMPACT: Activities are delivered with the aim of widening pupils' vocabulary and confidence with accessing text. This is addressed through making the verbal more visual as well as understanding that there are oral and written language demands.

Social Club is held every lunchtime and led by a member of the SEND staff. This provides space for pupils who do not wish to go to the playground, perhaps because of social communication difficulties or because they prefer a quieter space. Money is used to buy resources for the room including books, board games, coloured pens and pencils.

IMPACT: Providing a space that does not pose any demands for social interaction is key in ensuring pupils who find social interaction difficult, are at ease during unstructured times.

The Social Thinking Skills Group is designed for pupils who have difficulties with their communication and social skills. It is delivered by the school's autism trained LSA and follows an American accredited programme.

IMPACT: Social thinking delves in to the intricacies of social interaction, communication and friendship that many see as instinctive. Teaching social norms, cues and social boundaries is key to ensuring success for pupils who find it difficult to interact with their peer group. Pupils feel more confident in using taught strategies and techniques when they are faced with a social dilemma.

Spellzone is held three times a week and pupils complete a variety of activities and games designed to improve their spelling. As the programme moves on, the spellings become progressively harder and more challenging.

IMPACT: Pupils are able to follow a personalised spelling programme that advances at their own pace through this computer based programme. Based on rates of progression, each week pupils are given their own spelling lists, they are tested on these each week and their progress assessed.

Speech and Language therapy is run by a specialist therapist from the NHS buy in service. The therapist delivers a combination of 1:1 and group based sessions, targeted at improving receptive and expressive language skills. A specialist LSA works alongside the therapist to deliver these interventions weekly.

IMPACT: Pupils are given specialist therapeutic support not available through the NHS but only through the school's buy in package. Specialist communication assessment and intervention ensures that appropriate interventions and strategies that will address long-term health and education inequalities for the child are provided.

Catch-up premium during Covid-19 school closures

During the period of the school closure, 40% of the pupils identified under the Catch Up Premium came into school on a part or full time basis. These children were supported by teaching and specialist learning support assistants.

The pupils took part in a variety of activities including: wellbeing sessions, outside games and learning, sports, nature walks, use of the eco-garden, gardening and pond dipping, cooking, creativity sessions and reading. The opportunity to be in school during lockdown also meant that the risk of these pupils falling further behind was somewhat alleviated because they were given support by staff on a 5:1 ratio to complete their online learning.

Being in school also had a positive impact on pupils' mental health and wellbeing because they had countless opportunities to mix with their peers and garner support from trusted adults.

It is accepted that an extended period away from school will have had an impact on all pupils but we feel that the above support for this small group of children will have eased this.

Pupils who did not attend school received weekly phone-calls or emails from specialist learning support assistants or members of the pastoral team. This meant that there was consistent engagement with families.

The school has assessed the effect of the Catch Up Premium by regularly assessing pupils' attainment via formal examinations and more ephemeral summative and formative assessment methods. The specific effect was:

Literacy Catch-Up

- Literacy Catch-Up pupils made 0.13 points progress more than their peers in English.
- Literacy Catch-Up pupils made 0.2 points progress more than their peers across all subjects.

Numeracy Catch-Up

- Numeracy Catch-Up pupils made 0.45 points progress more than their peers in Mathematics.
- Numeracy Catch-Up pupils made 0.6 points progress more than their peers across all subjects.

