

YEAR 7 CATCH-UP PREMIUM

But as for you, be strong and do not give up, for your work will be rewarded. 2 Chronicles, 15:7

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.

At Oaklands, we identify these students through analysis of their KS2 data. Those students who do not make ARE of the scaled score of 100 in Literacy or Numeracy are identified as eligible for intervention

Oaklands Catholic School received £12,185 in catch-up premium in 2018-19. This additional grant was used:

- for interventions to narrow the gap by providing intensive literacy and numeracy support and raise the attainment of those students entitled to catch up premium.
- to identify concerns and target intervention and support to accelerate progress.
- The 2018/2019 model retested the students using KS2 tests at the end of year 7, but this was reviewed as cumbersome and disheartening for the students, and did not provide a flexible or timely feedback method. In the 2019/2020 model, students are assessed using the Oaklands baseline assessments, and half termly thereafter. When assessed work identifies that the learner is making progress in line with their peers, teachers liaise to identify whether the learner needs continued intervention.

Year 7 Catch-up intervention programme 2019/ 2020

Intervention	Strategy	Intended impact
Small focused group intervention for English	<p>An intensive literacy programme is delivered by specialist English staff in an overlay curriculum.</p> <p>Learners are taught in small groups of 4-6 and are rolled out of the programme when the intervention teacher and class teacher agree that the learner has made progress which puts them in line with year 7 ARE</p> <p>Areas of learning cover phonics, spelling, comprehension and grammar.</p> <p>Handwriting support is available through resources provided by the SEN team if needed.</p> <p>LINK – provides intensive catch up addressing phonics, spelling, grammar and comprehension skills using a focused text to assist students achieve challenging targets.</p> <p>Students can return to intervention class at any time that this is deemed</p>	<p>Focused intervention to gain maximum impact. Personalised learning approach to support individual's needs. Develop spelling, punctuation, grammar skills, reading and comprehension.</p>

Intervention	Strategy	Intended impact
	<p>appropriate by the class teacher throughout the academic year</p>	
<p>Increased engagement in reading– to support progress in English and across all subjects</p>	<p>All teachers engage in the Flying Start reading programme with classes across the curriculum. Students engage in private reading and are supported on a one-to-one basis by an LSA if their reading level is not at ARE</p>	<p>Focused intervention to gain maximum impact. Personalised learning approach to support individual's needs.</p>
<p>Small focused group intervention for maths</p>	<p>An intensive numeracy programme is delivered by maths specialists via an overlay curriculum, using withdrawal from lessons to focus on key numerical skills tailored to the needs of the students.</p> <p>Learners are taught in small groups of 4-6 and are rolled out of the programme when the intervention teacher and class teacher agree that the learner has made progress which puts them in line with year 7 ARE.</p> <p>Students can return to intervention class at any time that this is deemed appropriate by the class teacher throughout the academic year</p>	<p>Focused intervention to gain maximum impact. Personalised learning approach to support individual's needs. Develop rapid recall of facts eg number bonds, times tables, arithmetic methods. Develop problem solving skills using key facts in real life contexts.</p>
<p>Reinforcing core numeracy skills</p>	<p>Times table rock star programme to support learners in recall of core numeracy concept of times tables as a foundation of numeracy work.</p>	<p>Direct intervention to enable learners to develop confidence and rapid recall to support higher level maths learning</p>
<p>Differentiation whole school</p>	<p>Differentiated approaches to learning to ensure progress All students' needs are met. Access to an appropriate curriculum for their needs to promote progress.</p>	<p>Focused intervention to gain maximum impact. Personalised learning approach to support individual's needs.</p>

Intervention	Strategy	Intended impact
Resources	<p>Any additional resources deemed appropriate.</p> <p>Support learning and progress for students where additional resources are required to meet the needs of the students in relation to literacy and numeracy.</p> <p>This includes appropriate level reading materials in the school library and in Learning Support, training of LSAs and HLTA staff to support students in lessons where necessary.</p>	<p>Focused intervention to gain maximum impact.</p> <p>Personalised learning approach to support individual's needs.</p>

IMPACT

The impact of such funding is monitored through assessment data, assessment for learning, behaviour, homework and attitude. Supportive strategies will be considered depending on the individual needs of students. An intervention team, led by an Assistant Head (literacy lead) and heads of English, Maths and SENCO, liaise on a fortnightly basis to discuss any further intervention on a case-by-case basis, as well as taking a strategic overview.