



St Bede's Catholic High School
Year 7 Catch Up Funding
Strategy and Impact report
2019-2021

The DfE has made additional funds available for improving the attainment of any of our pupils arrive at St. Bede's below the age expected standard. This grant is known as the Year 7 Catch-Up Premium. The funds are primarily aimed at improving Numeracy and Literacy levels as the pupils arrive in school after leaving Year 6. An allocation is made for every pupil who has not achieved the 'expected standard' in reading or maths at KS2 as per the October school census.

Pupils arriving into our school with KS2 attainment below the expected standard are identified as requiring targeted intervention.

Identification 2020-2021

Due to the nature of the circumstances surrounding the COVID 19 pandemic pupils arrived at Secondary school with no data from their respective Primary Schools. As such we will undertake assessments that will enable us to arrive at standardised scores that we believe provide an accurate picture of the individual pupil ability in the key areas of Literacy and Numeracy. This has allowed us to set the pupils and target specific intervention where appropriate. We will also continue to monitor Attitude to Learning (ATL) and key progress indicators as this cohort settle into their time with us.

Systems in place on arrival

The school places great emphasis on liaison and relationships: the schools uses the common transfer form and contacts the previous school were appropriate for additional information (SEND/EAL/LAC/PP/ELAC). As appropriate individual parental meetings take place. KS2 data is analysed and the groups identified: pupils falling below the expected standard. These pupils undergo screening for reading age and spelling age which is then used to allocate IDL provision

In Mathematics pupils undertake a KS2 screening test during the first half-term. This allows for the identification of specific areas to be developed.

Capturing Provision/Intervention

This is the schools system for capturing provision 'above and beyond' the main curriculum is Provision Map. Provision Map was introduced Sept 2017. Eventually it is planned that Provision will be the 'capture all' system for provision/intervention at St Bede's.

Measuring Impact

SISRA was introduced in September 2018. This allows the school to measure the impact of the strategies used. The above groups are set as 'focus groups' and this allows for their attainment, progress and attitude to learning of pupils to be monitored.

This short report summarises how the previous year's funding was spent and how we intend to spend this year's funding. Most importantly, it provides information on the outcomes of the spending and the improvements made amongst our pupils

Year 7 Catch Up Funding – 2019-2020 Spending strategy and Impact

In this year group 41 pupils were identified as not being Secondary ready. They had individual or combined scaled scores from Primary School that were below 100.

Total amount of funding received 2019-2020	£11,194
---------------------------------------------------	---------

Intervention	Cost	Strategy
Lucid Exact	£741,50	Screen all pupils in the year group. This support allows us to identify areas that require further intervention, this will then be used to inform teachers to enable them to adapt necessary teaching pedagogy to allow these pupils to access the curriculum and make progress. This is also used for Year 9 in preparation for possible Exam support. It will also give us updated reading ages for pupils to allow GCSE support strategies.
Literacy support	£5,500	Small group and 1-1 literacy support. This will enhance the pupil's ability to access the curriculum and boost their self-confidence in academic and personal situations. This work is provided by our specialist literacy teacher and Literacy coordinator.
Numeracy support	£10,000	Small group and 1-1 numeracy support provided by our numeracy support teacher. The focus of this will be to enhance basic numerical skills that will enable pupils to access the Mathematics curriculum and the wider range of curriculum areas that involve a proportion of Mathematical skills within their lessons.
Accelerated Reader	£2,700	Accelerated Reader programme improves pupils reading ages. It also develops a love of reading and improved comprehension skills.
IDL	£100	This programme supports children with dyslexia and others with low literacy levels. Use of this at home and in school is intended to improve literacy levels, thus impacting on pupil progress in both their English lessons and all lessons where reading text is key.
Staffing	£4725	Organisation and preparation of Case Conferences. These are analytical meetings where key preparation relating to individual pupil progress

		data, attendance data and attitude to learning data is analysed for the specific pupils. This is then tabled to allow accurate, constructive and personalised intervention plans to be created. There are three conferences throughout the year where the information and knowledge of the pupil is reviewed, amended and then further support addressed where needed.
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Impact

% of pupils making expected progress in English	83%
% of pupils above target in English	37%
% of pupils improving their reading age	66%
% of pupils making expected progress in Maths	100%
% of pupils on target in Maths	50%

Strategy specific impact

Mathematics

The pupils are following a bespoke SOW which is adapted to their specific needs. This cohort have been identified as being significantly weaker than previous cohorts and indeed the current equivalent Year 7 (2020-2021) cohort as whole. Their basic numeracy skills are very weak and so we have gone for depth of knowledge and developing reasoning skills as opposed to trying to carry on with the Y8 syllabus. We focus on very small steps of learning each lesson but give them plenty of time to practice and explore the topic. Feedback from observations of the group has been outstanding - they are all keen learners and are enjoying their Mathematics lessons. Progress continues to be slow but this is due to us having to constantly reinforce basic numeracy. Some pupils however within the group are making faster progress than others and a change of ability group is being considered in November 2020. We have a very experienced teacher working with this group who has a good track record of success with these cohorts - he is enjoying teaching them in a different way and is enjoying the positive relationships formed and can see their confidence has increased in their Mathematics lessons - these are all key skills needed for success at GCSE later on and for their own life skills.

How we will improve the attainment of those pupils remaining below the expected standard?

English

- Focused intervention and support via Quality First Teaching, using latest strategies from a research pedagogy strategy
- Further review of progress using the newly purchased NGRT testing programme, allowing for immediate identification of weaknesses and appropriate intervention strategies considered.
- Use of specialist literacy teacher to support the pupils who continue to need further intervention
- Use of IDL
- Spelling and Reading screening to allow further support and intervention where needed
- Literacy coordinator to attend Case Conference to inform of and advise on necessary strategies for a more personalised approach to key pupils.

Mathematics

- Focused intervention and support via Quality First Teaching, using latest strategies from a research pedagogy strategy (Cognitive Load)
- Further work and support from our TA3 Mathematics specialist
- Further support and adjustment of the existing personalised curriculum for this group of pupils.
- Attendance of Mathematics department representative at Case Conference to inform and advise on necessary strategies to support a personalised pupil centred approach.
- Differentiated homework
- Differentiated assessments
- Use of Maths Watch to allow for focused tasks to be set for repeated practice of key skills

Year 7 Catch Up Funding – 2020-2021 Spending strategy

Total amount of funding received 2020-2021	TBA expected to be at or above £11,194
---------------------------------------------------	----------------------------------------

Intervention	Cost	Strategy
Lucid Exact	£741,50	See above
Literacy support	£5,500	See above
Numeracy support	£10,000	See above
Accelerated Reader	£2,700	See above
IDL	£100	See above
NGRT	£1,500	The National Group Reading test will allow a clear English/Literacy baseline assessment of pupils to take place. In light of the COVID pandemic this is crucial to aid our knowledge of these pupils. The NGRT will provide us with a scaled score that we will then covert, using our target pathways, into a set of targets and challenge targets for our pupils. This will allow staff to set clear and accurate targets to allow support and challenge.
Staffing	£4725	See above