



# Sacred Heart Catholic College

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## **SACRED HEART CATHOLIC COLLEGE**

### **Year 7 Catch Up Premium Statement 2019-2020**

*In 2020-2021, the Year 7 Catch-up Premium has now been replaced with the Covid-19 Catch-up Premium to assist schools in supporting students (Y7-11). This is in response to the negative impacts on learning, lost due to unprecedented disruption to their education as a result of Covid-19.*

#### ***What is the 'Catch-up' Premium?***

In 2013, the Government introduced the Year 7 Catch-up Premium. This was to enable all secondary schools to help all students who did not achieve at least level 4 in the Key Stage national curriculum (SATs) tests in reading and/or mathematics. Historically, schools have received extra funding each year, for Year 7 pupils who have not attained an age-related level in reading, writing and/or mathematics at Key Stage 2 national curriculum tests.

***In the Academic Year 2019-2020, the College was allocated £7,500***

#### ***Intended Outcomes (Intent):***

Pupils who are identified as not achieving the expected standards in Reading and/or Maths by the end of KS2 will be supported through targeted catch-up Literacy and/or Numeracy interventions, enabling these learners to make rapid improvements in their reading age and numeracy skills acquisition, with the aim being that the majority of these pupils will gain the skills needed to access the KS 3 curriculum in line with their peers.

#### ***How Impact is measured (Impact):***

Intervention programmes are reviewed regularly for effectiveness and are evidenced to have high impact. Pupils' reading ages are re-assessed at the end of the academic year to inform progress and the support needed the following year. Students with significantly low reading ages who access the specialist SSENIS Dyslexia Teacher for more targeted support are reassessed termly. Additionally, student progress is measured at each data capture point within the College's assessment and reporting calendar, in English and Maths to identify which students are making 'Greater than' and 'Expected' levels of progress or who are continuing to be 'Working towards' expected levels.

#### ***How the plan will be implemented (Implementation):***

Learners identified as 'not high school ready', who have a KS 2 Scaled score of <100 (in Reading and/or Maths), are identified upon transition into year 7. Additionally, all year 7 undertake a reading screening assessment in the first half term of year 7. Through robust analysis of KS 2 Scaled Reading and Maths scores, close liaison with Sefton's Transition inclusion team, and thorough screening of all Year 7 reading ages, the College are able to gain an accurate picture of need.

*There are 23 students (2019-2020) identified as 'catch-up', as either scoring a KS2 scaled score of <100 in Reading and/or Maths. There were 6 Students as identified as needing the intensive support from the Specialist SSENIS*

*teacher (3 of whom have a Educational, Health and Care Plan)*

***The Catch-Up Premium will be used to:***

- Purchase of Lexia online reading Package to support literacy within Year 7. (Specific catch-up software been purchased: Lexia Strategy (£1,850))
- Reading resources for the one to one paired reading programme run by the Sixth Form leaders
- Catch up Maths resources for the small group Numeracy intervention supported by Sixth Form leaders
- Purchase of IXL maths and English Intervention online programme (£12 per pupil)
- Updated ICT on Lower site (wear and tear)
- Laptops provided to individual students who do not have PC access at home (including dongles where needed)
- L3 TA to support paired reading programme and paired numeracy programme
- English and Math subject specialists to run the intervention groups
- Bespoke EAL resources and 1:1 tuition from EAL tutor for EAL students
- TA support for EAL interventions
- L3 TA to support homework clubs at lunch/after school
- SSENIS Specialist Teaching hours

***Please refer to the 'Implementation and Impact' Document for specific details on the provision of the intervention programme.***



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## **Year 7 Catch-up Implementation and Impact 2019-2020**

*Pupils progress is recorded as a 'GET' progress attainment in KS3 at Sacred Heart, where:  
G means a pupil is working at Greater Depth than expected standards  
E means a pupil is working at Expected standards  
T means a pupil is working Towards expected standards*

There are 23 students (2019-2020) identified as 'catch-up', as either scoring a KS2 scaled score of <100 in Reading and/or Maths.

### **Overall Impact Statement (2019-2020):**

*Pupils who are involved in catch-up literacy interventions, make rapid improvements in their reading age. The majority of Year 7 Catch-up students are making Expected or Greater progress in line with their curriculum track.*

At MA1 (Autumn Term) across all 11 curriculum subjects, the catch-up group had recorded grades as follows:

11% working at Greater depth  
72% working at Expected  
17% working Towards

#### For English:

0% working at Greater depth  
85% working at expected  
15% working Towards

#### For Maths:

0% working at Greater depth  
36% working at Expected  
64% working Towards

### **Projected July 2020 outcomes based on historical data trends:**

- Approximately 80% of the catch-up groups will achieve a grade E (Expected) or above by the end of the year in English and Maths.

(In 2018, End of year review showed the % of students working at or above their curriculum track in: English:72%; Maths:100%)

- The number of pupils who would have gained an improvement in their reading age from their starting point is approximately 80%.
- The number of students who would have made more than 9 months or above improvement in their reading age is approximately 40%.

Intervention	Strategy	Number of Learners	Evaluation/Impact
Paired Reading	20 mins weekly sessions during registration. 1:1 reading to a sixth form leader. Overseen by a English Lead and Teaching Assistant. Key texts are provided with low reading age/high interest. Pupils are guided when choosing books, Reading record kept. Questions and answer sessions follow up after reading.	12 students identified from Y7 catch-up data. 1 additional student who scored <10 yo in reading screening assessment	<p>This is a longstanding intervention which builds confidence in younger readers through buddying up with sixth form leader. A good routine is established and the scheme runs very well. The impact for students who did not attend these sessions regularly, was less positive than for those students who had a high attendance to these sessions.</p> <p>Unfortunately, due to the impacts of 'lockdown' final reading assessments were unable to take place. A new reading assessment will be planned for the Autumn term of Year 8, from which provision across 2020-2021 will be planned.</p> <p>Previous trends in data, show that the majority (80%) of students make progress in reading from their starting points.</p>
Paired Numeracy	20 mins weekly sessions during registration. 1:2 ratio pupil to sixth form leader. Overseen by Maths specialist (SENCO) and Teaching Assistant. Key 'catch-up' topics for development are identified through KS 2 information working with KS 3 Maths Lead. Programme is developed to cover key areas and develop key skills. Pupil log book/attendance log recorded. 'Checking out' assessments built into the programme.	11 Pupils identified <100 scaled score in Maths	<p>Students enjoyed working with sixthform students and a good routine is established and runs well. Students can see their progress through the programme topics and build confidence. Knowledge transferred back into the classroom. Unfortunately, due to the impacts of 'lockdown' Spring and Summer data points were unable to take place. A review of this target group is planned for the Autumn term of Year 8, from which provision across 2020-2021 will be planned.</p> <p>Previous trends in data show that the majority (90%) of students make progress from their starting points, though regular attendance to these sessions was a factor.</p>
Lexia (online reading recovery)	Online programme accessed in school and at home. TA/Inclusion Officer oversee the programme in school (fortnightly in PSHE and before/after school in 'homework club'. Information provided for parents and recommend 20min session 3 x per week at home.	13 Year 7 on catch-up and RA<10	<p>This is a highly recommended reading recovery programme, used by many local schools, which has excellent outcomes for pupils who access it the recommended number of weekly hours. This provision worked best when led by an adult directly supporting the students to access this in school. Pupils struggled with independently accessing this at home, especially during the lockdown period.</p> <p>The profile of this intervention needs to be raised further with parents to encourage participation at home. More</p>

			regular feedback and updates about pupil progress to be given to parents.
IXL	Online programme accessed in school and at home. TA/Maths specialist (SENCO) oversee the programme in school (fortnightly) and before/after school in 'homework' club.	11 Year 7 catch-up target group	<p>This provision worked best when led by an adult directly supporting the students to access this in school and directing students to key topics. Pupils struggled with independently accessing this at home.</p> <p>This was also trialled with older (KS4) students with SEN and this seemed to have more impact as the older students were able to identify personal gaps in knowledge and target specific topics. They used it best as a revision tool/ overlearning opportunity. SENCO to replace IXL with IDL numeracy/literacy catch-up programme which will 'place' students on an individual programme depending on their individual starting points (which will be easier to follow for younger users), next year.</p>
SSENI (Specialist Dyslexia teacher)	Direct 1:1 or 1:2 teaching from specialist 1-2 hours per week	6 (including 3 students with an EHCP)	<p>Specialist teacher provides individual reports each term. All students make progress in reading and/or spelling from their starting points (100%).</p> <p>Poor attendance of one student has had a negative impact on the level of progress gained.</p>