



## YEAR 7 CATCH-UP PREMIUM

### 2019-2020 Report

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 Christ the King, we identify these students through analysis of their KS2 data. Those students who join us with low prior attainment, or who do not have prior attainment data but are identified by staff in year 7 as low prior attainers, are identified as eligible for intervention. These students are given the target of 'securing' or given a personalised target.

Christ the King College received £8,907 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 relied on internal teacher assessment data and reading age data to measure impact. In the 2019/2020 model, impact is measured using both internal assessment data, reading age data, specific data from intervention programmes (i.e. Bedrock data) and other school performance indicators (i.e. behaviour data, attendance data). When data identifies that the learner is making progress in line with their peers, teachers liaise to identify whether the learner needs continued intervention. The broader data set used allows a more holistic approach to the interventions and increases engagement of the pastoral and year teams.

#### Year 7 Catch-up intervention programme 2019/ 2020

INTERVENTION	STRATEGY	INTENDED IMPACT
Bespoke Vocabulary intervention- Bedrock Learning	explicitly teaching vocabulary through the use of a digital programme. Additional support offered to all those in receipt of catch up premium.  Bedrock lessons in English, form time and at home.	Narrowing the word gap for students.  Increased engagement with at home interventions.
Small focused group intervention for English, delivered by SEND HLTA	An intensive literacy programme is delivered by specialist HLTA in an overlay curriculum.  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  Areas of learning cover phonics, spelling, comprehension and grammar.	Focused intervention to gain maximum impact.  Personalised learning approach to support individual's needs. Develop spelling, punctuation, grammar skills, reading and comprehension.



	<p>Handwriting support is available through resources provided by the SEN team if needed.</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>Small focused group intervention for maths delivered by SEND HLTA</p>	<p>An intensive numeracy programme is delivered by HLTA 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.</p> <p>Personalised learning approach to support individual's needs.</p> <p>Develop rapid recall of facts eg number bonds, times tables, arithmetic methods.</p> <p>Develop problem solving skills using key facts in real life contexts.</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, Heads of English, Maths and SENCO, and Head of Year liaise on a regular basis to discuss any further intervention on a case-by-case basis, as well as taking a strategic overview.

Sept 2020 review- Due to Covid we can not fully analyse the impact of these interventions. However we have literacy as a key role within our school development plan for the academic year 2020-2021 It is therefore a whole college focus.