

## The Mirfield Free Grammar Year 7 Catch-Up Premium Report 2019 - 2020

### What is the Year 7 Catch-Up Premium?

In 2013, the Government introduced the Year 7 Catch-Up Premium to enable schools to intervene with students who did not achieve the expected standards in the Key Stage 2 national curriculum tests. Schools previously received £500 for each student who was recorded at the October census as not having achieved a Level 4 in Reading and / or maths. However, following assessment without levels, Catch-Up funding was scaled to reflect the previous year's financial allocation, balanced with the number of students in the Year 7 cohort.

### Context of Year 7 2019-2020

In 2019-2020, The Mirfield Free Grammar received £7,343 and various strategies are in place to support Year 7 students who arrive below the expected standard in reading, as well as other targeted students. 50 year 7 students arrived below 100 on their KS2 Reading score (18 students below 95). Additionally, when Star Reader tests were conducted in October results showed that 139 students had a reading age of below 10. The Academy has also targeted numeracy, as 30 Year 7 students KS2 maths scaled score are below 100, and 11 students are 95 or below.

### The Mirfield Free Grammar aims to:

- Support teaching and learning by providing supplementary, targeted support for those students who are not at the expected standard particularly related to Reading and in Maths, where capacity allowed
- Raise engagement and fluency in literacy, including reading for meaning and for pleasure;
- Utilise research, e.g. the DFE Literacy and Numeracy Catch-Up Strategies Report of 2017, to ensure that interventions are appropriate and effective;
- Provide alternative interventions if a strategy is not having the desired impact;
- Continue to support students with reading and numeracy after Year 7;
- Work with parents / carers to ensure that interventions are supported by home learning and support.

### Year 7 Catch-Up Premium Related Strategies

| Intervention   | Provision  |
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| Additional Literacy lessons for Year 8-9 students who are significantly below their peers in literacy. | Students are withdrawn from MFL to undertake intensive literacy support with a specialist English teacher.   |
| Lexia  | Phonics based reading programme, targeted at mainly Year 7 students who attained a KS2 scaled Reading score of below 95 or are significantly below their reading age according to the Star Reader test. The programme focuses on 'learning to read' (word decoding) rather than 'reading to learn'. As students work independently, it is highly personalised and allows the supporting teacher to target specific gaps. |
| The Link and Thrive  | Targeted support for SEND students, including SEAL and SULP, one-to-one reading intervention, brain breaks, check in check out support and handwriting intervention.   |
| Accelerated Reader   | Star Reader tests to track students' progress with reading. Years 7-9 students then choose titles from the LRC at an appropriate level of difficulty and undertake reading / quizzes on books. Year 7 students have a designated fortnightly LRC slot, and all KS3 students have a weekly reading tutorial session. Literacy lessons include extra AR slots.   |

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| Key Stage 3 Achieve  | Students identified through the Personalised Learning Provision Panel access additional support with reading and numeracy, as well as other catch up interventions.   |
| Reading Co-ordinator   | Teacher appointed to strategically implement interventions and monitor impact.  |
| Numeracy Intervention programmes, including Numeracy Ninja and Hegerty maths | Tutorial programme to promote numeracy fluency, problem solving and basic maths skills. This is enhanced by small group and one-to-one support for those students who were not secondary ready in numeracy according to their KS2 maths scaled score. |

## Impact

### Reading

Due to Covid 19 we have data up until March 2020. Of the 50 students identified as having KS2 reading scaled scores of below 100, on average their reading age has increased by 2 and 1/2 months between September 2019 and March 2020, according to the official growth report produced by Star Reader.

Staff and student voice show that students feel more confident in small groups, since the number of sets was increased. Literacy lessons, with a focus on Doug Lemov's model from 'Reading Re-considered', were also cited by students and staff as making a difference to children's ability to read more fluently, with confidence and expression. Success and progression in Accelerated Reader also was referred to as having a positive impact.

### Maths

The 11 students who are below the expected entry level for maths (95 and under) have been in put in smaller sets. These sets have had extra support in the lessons, including small group intervention with specific students to work on their number bonds and timetable skills in the first instance. The classes have been following the new KS3 SOL; this enables students to work on and embed the basic skills to ensure that they are understanding the key mathematical concepts. As a result, students are growing in their numeracy confidence.