

The Mirfield Free Grammar

Year 7 Catch-Up Premium Report 2017 - 2018

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 in the Year 7 cohort.

Context of Year 7 2017-2018

In 2017-2018, The Mirfield Free Grammar and Sixth Form received £7280, 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. 42 students arrived below 100 on their KS2 Reading score (20 students below 95). Additionally, when Star Reader tests were conducted in October, according to the test results 72 students had a reading age below 10. The Academy has also targeted numeracy, as 39 Year 7 students KS2 maths scaled score are below 100, and 18 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 in Reading and maths;
- Raise engagement and fluency in literacy and numeracy, 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
Lexia	Phonics based reading program, 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 program 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	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.
Impact Centre	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.
Summer Reading Challenge (launched May 2018)	Year 8 and 9 students are provided with a reading menu. They are encouraged to read at least 5 texts during the summer term, including 19 th Century Classic, 20 th Century classic, teen fiction, poetry and non-fiction texts.
Additional literacy lessons for Year 8-9	Students are withdrawn from MFL to undertake intensive literacy support with a specialist English teacher.

students who are significantly below their peers in literacy.	
Numeracy Intervention programmes, including Numeracy Ninja and Corbett 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 – Year 7

Student Group	Average Reading Age (Oct)	Average Reading Age (March)	Impact in months (Oct-Mar)	Average Reading Age (June)	Impact in months (Oct-June)
All	10 y 11 m	11 y 8 m	4 months	12y 3m	14 months (6 months impact)
Boys	10 y 10 m	11 y 6 m	3 months	12 y	14 months (6 months impact)
Girls	11 y	11 y 11 m	6 months	12 y 5 m	15 months (7 months impact)
DS	10 y 2 m	10 y 10 m	3 months	11y 3 m	13 months (5 months impact)
SEND	8 y 10 m	9y 6 m	3 months	9y 11m	13 months (5 months impact)

N.B. The impact measure does not include the 8 months chronological age difference between Oct and June. According to the Education Endowment Foundation, additional impact of 3 months or more in 12 months is significant.

Students Performance in Comparison to Chronological Age

Cohort	October – number reading at or above chronological	March – number reading at or above chronological age	June – number reading at or above chronological age	June – number reading within 1 year of chronological age or above
All (229)	81 (35%)	110 (48%)	121 (53%)	165 (72%)
Boys (133)	44 (33%)	58 (44%)	62 (47%)	93 (70%)
Girls (97)	37 (38%)	52 (54%)	59 (61%)	72 (74%)
DS (43)	8 (19%)	12 (28%)	13 (30%)	24 (56%)
SEND (19)	2 (11%)	3 (16%)	3 (16%)	4 (21%)

Year 7 Maths Catch Up

The 18 students who are below the expected entry level for maths (95 and under) have been in sets that have smaller numbers of 22 compared to the other sets which average about 30. 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. These students have also been invited to attend Wednesday night maths club to provide additional intervention. As a result, students are growing in their numeracy confidence and the majority of students are now working at their target pathway or higher.

