

Year 7 Pupil Premium Catch up funding review 2019-2020

The Year 7 Catch-Up premium provides additional funding to schools. The funding is aimed at those Year 7 pupils who did not achieve the expected benchmark level in the Key Stage 2 National Curriculum tests in reading and/or mathematics. The funding is expected to accelerate the progress of identified pupils in English and Mathematics by allowing the school to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils who most need it, so that they catch up with their peers.

Currently, 46 pupils have been identified as being below expected levels either in Maths or English with 13 specifically in Maths and 42 in English and 16 pupils below in both.

Funding and expenditure Total money received for 2018-19 was £9,132 with the new financial funding of £9,308 for 2019-20 (funding expected to be paid March 1st 2020). Total expenditure (detailed below) was £17,00 for literacy initiatives and £8,000 for numeracy. This is significantly over the catch up funding budget and incorporates some of the pupil premium budget.

Nurture groups

Taught in small classes (c.14 pupils) with dedicated TA support, with specialist subject knowledge, in English, RE and Humanities. Similar grouping (set by ability) in Maths, also with specialist TA support. **Twenty-four pupils** eligible for the catch-up premium are part of one of the two nurture groups. This comprises at least 11 timetabled lessons per week, meaning they are in this supported setting for a minimum of a third of their lessons.

Handwriting intervention

Weekly input, led by specialist assessor and supported by two TAs. The pupils follow a programme based upon 'Handwriting without Tears'. Pupils have worked well in the sessions and all have improved legibility, but often they struggle to generalise their learning into lessons where they write at speed. Many find the process of handwriting less arduous once their pen grip has been corrected. For some pupils an improvement of functionality is the best outcome, so that they can form fill legibly in the future. These pupils will be encouraged to use a word processor as their usual way of working. **Four pupils** on the catch-up premium list have received this input during Year 7.

Literacy intervention

Literacy lessons support pupil premium Catch-Up funded pupils with weak literacy skills. Small class sizes are operated with no more than 10 pupils in each group. This helps to develop their

confidence and benefits their academic progress. Schemes of work are evaluated on a termly basis through Literacy team meetings and the Literacy team monitor behaviour and progress of pupils through 3 assessments over the course of the school year. Teacher and pupil voice surveys at the end of the year will help to evaluate schemes of work and pupil premium pupil engagement of literacy lessons. All lessons are fully differentiated to meet the needs of the pupils in order to accelerate their progress. All pupils on the catch up premium list receive this support.

Furthermore, the Bedrock Vocabulary programme is steadily helping St Richard's Catholic College to close the vocabulary gap for pupil premium pupils. On average, pupil premium pupils are making 24% improvement with their vocabulary (Data taken from 8th September 2019-April 3rd 2020). This information is calculated by the pre and post test scores. This is 3% higher than non pupil premium pupils. This reveals that the Bedrock vocabulary programme is improving the literacy skills of our pupil premium pupils. Individual class teacher monitoring of Bedrock tracks the data and improvement percentages of each pupil.

An overview of the Year 7 Literacy Support classes show that in class 7a/Ls1a pupil premium pupils are making an 18% improvement whereas pupil premium pupils in 7a/LSb1, are making an 8% improvement in their vocabulary. In 7b/LS1a, pupil premium pupils are making a 23% improvement with their vocabulary compared to 7b/Ls1b pupil premium pupils are making a 40% improvement. The variation in the percentages may depend on the number of pupil premium pupils in each class. Their attainment is measured by the outcome of their pre and post test scores. The percentages may also be affected by the number of lessons they complete each week i.e the fewer lessons they access will impact on their overall outcomes.

Additionally, a number of pupils who have made significant improvement on the Bedrock programme. For example: Pupil A has made 47% improvement with his vocabulary. Pupil A is in a Literacy Support class as well as the Reading Buddy scheme. Pupil B is enrolled in the same Literacy class, Reading Buddy scheme and has made a 71% improvement on the Bedrock Vocabulary programme. Thus this is evidence that the Bedrock Vocabulary programme is having a significant positive impact on improving the vocabulary of our pupils. Both these pupils failed to meet their benchmark SATs result.

Additionally, the Reading Buddy programme runs on a fortnightly rotation, where pupils with a reading age below 10 years old are paired with a Year 9 pupil. All the pupils on the reading buddy scheme are those who did not achieve their benchmark score in their KS2 SATs. A small percentage of these pupils are pupil premium. They read aloud each week to their buddy and pupil voice has revealed that most pupils find this a helpful scheme. It is designed to build their self esteem and develop their reading comprehension and oracy skills.

Maths/numeracy intervention

Numeracy intervention is provided during the school timetable, and led by two specialist TAs in partnership with the Maths department. Sessions are offered for a short block either individually

or in groups no larger than 3, meaning that there is an opportunity to approach a specific topic and make a rapid improvement in the chosen area.

Identified pupils were involved in a weekly numeracy lesson taught by a specialist maths teacher. Here they focused on key numeracy skills and used several different computer-based programmes including Mangahigh, MathsWatch and Times Tables Rock Stars, to keep the lessons fun and different.

The intervention programme serves to reinforce class topics and help pupils to become stronger and more confident in their ability, as well as improving independence back in the classroom. During the intervention, the TA is also able to find weak areas such as division and multiplication and provide strategies, such as bus stop methods. For example, working with one pupil on fractions allowed the TA leading the session to identify weaknesses and spend more time on this area. With another pupil, the focus was on numeracy more, working on adding and subtracting negative numbers; he needed more time on this topic as the progress in the classroom was moving on too quickly for him. The TA leading this intervention has continued to liaise with the teachers, especially the KS3 lead in the Maths department, over the next/current topics throughout the terms.

Targeted pupils have been set specific, term long, numeracy tasks on the website MathsWatch. This task allows pupils to get instant feedback on their work and is designed to provide extra practice on key numeracy topics. These tasks were set on a voluntary basis and the take up was initially very good in Term 1, as the year has gone on completion of these tasks decreased, and this is something that will be looked into and hopefully improved next year. **Ten pupils** on the catch-up premium list have received this intervention, for anything between two and 13 intervention sessions so far.

There has not been time to gather data from this yet, however, the intended outcome is to see pupils improve the accuracy and speed of their times tables.

Prep Club / Prep Plus

The after school Prep Club and Prep Club Plus help pupils to complete their homework before heading home. Many pupils do not have the resources at home and, in particular, the additional support that staff at the Prep Clubs can provide. For some pupils, attending Prep Club Plus is the only way they can complete homework tasks to a consistently acceptable standard, and to develop in their independence to do so. Parents/carers have expressed that they are grateful for the service, as their feedback indicates that it helps take the pressure off them in supporting the pupils to complete their homework. At least **nine pupils** on the catch-up premium list attend one or the other of the available Prep Clubs.

Sound Training

Taking place in groups of four, Sound Training is a programme where a trained tutor (a teacher or TA) delivers sessions ranging from going back to basics (e.g. reminders of vowels/adult and baby sounds, how words are broken into syllables/sound chunks etc.) to syllables game, using 74 cards, where pupils are timed for 1 minute and have to read the syllable (either prefix, suffix etc), then write the correct spelling of 10 syllables twice- (writing them down).

The sessions are varied and take place at a high level of pace and challenge. Other activities include 'cut ups', where a word is cut-up into sound chunks, and pupils make the word up as you read the syllables to them. The definition, using suffix, prefix and root word, is also discussed; they then spell these words six times. This increases the pupils' vocabulary and reading definitions and asking what the words mean reinforces this learning and boosts memory. Pupils enjoy the sessions and often request a further block when their first comes to an end.

The number of staff leading the programme has increased to 7, and the number of sessions offered each pupil has increased to 7, also. Sound Training also serves to increase confidence in reading and in attempting to read new and challenging words. It creates strategies that pupils can employ in all subject areas for decoding language, and it focuses on subject-specific terminology which can assist the pupils' learning across the curriculum.

In terms of impact, Sound Training improves pupils' vocabulary, encourages them to attempt to read and spell unusual words, and to use more advanced vocabulary in their written work. Impact is demonstrated, too, by the test at the beginning and after six weeks, which invariably show that they have improved in their reading of more difficult words. **All pupils in Year 7** are due to receive a block of Sound Training during the academic year. Pupils with low reading ages are prioritised first, therefore it is likely that there is a high level of correlation between those pupils who have already received Sound Training, and pupils who are eligible for the catch-up premium.

Sound training data showed that 94.1% of the tested cohort improved their standardised reading score. The average reading age gain so far (still a number of pupils to be tested and data to be analysed) is 1.5 years, whilst three pupils made as much as 5 years progress, including **2 of the catch up premium group**. This continues to show the effectiveness of Sound Training as a reading intervention.

Lunch Club

The SEN lunchtime club is held daily in a classroom, supported by at least one TA. Board games, card games and friendly chat are always available, and a quieter environment away from the playground or lunch hall is helpful to many pupils who struggle with unstructured time

or social situations. Occasionally, attendance at the Lunch Club is a strategy used by pastoral leaders in order to keep a pupil away from the playground, such as following an incident. **Three pupils** eligible for the catch-up premium attend our daily lunch club. In two of these cases, their regular attendance was at their pastoral leader's request.

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