**Year 7 English and mathematics Catch-up Premium**

**Academic Year 2018-2019**

**Introduction**

The funding that Hawkley Hall High School received in the academic Year of 2018-2019 was proportional to the number of students who received it for the past two years. This is based on the previous model of the premium being assigned to students who were lower than a level 4 in either English or mathematics.

Pupil admission numbers have been at 230 cohort entry for three years previously (2019-20) being the fourth. In previous years, we based the funding on the earlier model for extra support suggesting thirteen eligible students but this year we based it on those students who had a low score in either English and/or mathematics from their Standardised Assessment score in reading, writing, spelling, punctuation and grammar or mathematics.

Previously we based our calculations to determine eligible students based on their average KS score in reading and mathematics as this mirrored the current Attainment 8 and Progress 8 model.

However, as there is no indication yet as how attainment estimates will be generated from SAS scores we took the decision last year to target individual students with specific weaknesses in English and/or mathematics.

Reading tests were administered in September 2019 to all Year 7 students, along with baseline assessments in all subject areas. These results, along with in depth Question Level Analysis of all the KS2 SATs assessments provided further evidence of which students to support.

**Tracking**

During our third year of working with a bespoke data management company that developed a tracking system called InnovEd, we took the decision to develop our own tracking system and display this using Microsoft’s PowerBi App. This allowed us to track individual students and/or groups of students not just in English and mathematics but across all the subject areas. We also invested in Class Charts also so that all this data could be held centrally along with SIMs.

In Year 7, all students are given a flightpath and their progress was monitored on a ½ termly basis. Attainment stages were recorded along with Class Chart analytics to allow for the tracking and monitoring of identified students throughout the year.

**Curriculum**

Schemes of work for all subject areas are reviewed and adapted on yearly basis. All Year 7 students received four hours curriculum time of mathematics and English and some students had targeted sessions for these subjects also.

**English**

By using the Question Level Analysis from the Key Stage 2 SATs along with the reading test ages the English faculty set the students accordingly. They then carried out baseline assessments on the students’ writing abilities alongside classroom teacher feedback to identify a cohort of students to receive additional support. Through liaising with the Modern Foreign Language faculty and the Inclusion faculty the English faculty were able to add an additional literacy timetabled sessions either through Communications lessons or specific literacy support in Inclusion.

A vocabulary breakfast group was introduced for targeted Year 7 (as well as Year 8) students on a termly basis. The students worked with Year 10 “buddies” with a focus on learning several new words each week to extend their bank of vocabulary. Assessments from the beginning to the end of this support programme demonstrated a high level of progress in terms of the students’ familiarity with the new words that they had been exposed to. Also, this support allowed the students to demonstrate a more resilient attitude to decoding new, unfamiliar words in the final assessment as well.

Targeted students also took part in a reading buddying programme, in which they were paired up with a mentor from Year 10. (These Year 10 students had been trained by an external consultant.) The Year 7 and 10 students met weekly so that they could practise their reading skills either before school during form time or lunchtime, depending on the individual circumstances. This improved the students’ confidence together with their reading and comprehension skills.

All Key Stage 3 students are provided with a reading book from the library to take home with them and to bring to school on a daily basis. Progress in reading in monitored and the books are changed on a regular basis. Students are expected to be able to verbally recall the salient points of the book that they have just read.

The HoF/AHoF and the Lead Practitioner effectively deployed the dedicated HTLA to provide one to one support to focus on improving the writing, reading and comprehension skills of targeted students.

 **Mathematics**

Using the Question Level Analysis from the Key Stage 2 SATs, together with the faculty’s own baseline assessment at the start of Year 7 groups of students were targeted to receive additional support throughout the year. All students who were working below the expected standard received a numeracy lesson once a week as part of their mathematics curriculum. This focused on building upon and improving the students’ skills in addition, subtraction, multiplication and division together with practical everyday concepts of time and money. The work studied fed into the scheme of work that was followed throughout Year 7 for these students. Home learning was promoted using Pearson’s ActiveLearn. This online resources proved successful in engaging the students as short tasks were set and the students received instant feedback.

A numeracy Inclusion group was also set up at the start of the academic year and the cohort was changed every term to ensure a greater number of students could be targeted in Year 7. Students received personalised, differentiated numeracy intervention specific to their needs. These mirrored the timetabled mathematics lessons to provide a greater depth of understanding.

The HoF/AHoF and the Lead Practitioner effectively deployed the dedicated HTLA to provide one to one support to focus on specific concepts that had not been grasped in class by the individual students.

**Year 7 Catch Up Funding 2018 -2019 – £7,503**

Funding received was utilised to help fund the following 2 roles, part of whose focus it is to focus on students with lower prior attainment

Lead practitioner – mathematics

Lead Practitioner – English

Reprographics/Resources

|  |
| --- |
| **Proposed Catch Up Strategies for 2019-2020** |
| Desired outcomes  | 1. To improve the progress of students with the lowest KS2 starting points in English and mathematics throughout the year
2. To ensure SEND and disadvantaged Year 7 students identified for the catch up premium make progress in line with the rest of the students eligible.
3. To increase motivation and engagement in all aspects of school life
 |
| Intent | Implementation | Desired Impact |
| Development of curriculum between primary and secondary  | Use of primary school expertise within the trust to develop strategies in raising standards of literacy and numeracy | Greater understanding for the secondary staff of the specific needs of the individual. |
| Timetabled literacy lessons within the curriculum | Personalised intervention to ensure a greater focus of improving the writing, reading and comprehension skills of targeted students | Sustained improvement in the rate of progress of literacy skills |
| Timetabled numeracy lessons within the curriculum | Personalised intervention to ensure a greater focus of improving the numeracy skills of targeted students | Sustained improvement in the rate of progress of numeracy skills |
| SoWs to fully embed numeracy and literacy opportunities for SEND and disadvantaged students  | Lead practitioners in both English and mathematics, together with HLTAs to develop strategies for students to transfer skills across all subject areas. Whole school literacy strategy “Like an Expert” to be introduced and embedded throughout the year. KVOs used by students on a ½ termly basis. | Students’ confidence to grow across the differing subject areas |
| Greater engagement of identified students in all aspects of school life | Mentoring of targeted students, together with parental support to ensure that they are engaging in opportunities available to them | Higher number of positive referrals on Class Charts and participation in extra-curricular activities  |