

In 2019 – 20, Bridlington School received £18682 for the Year 7 Catch-Up premium.

Summary of the Catch-Up Cohort

Academic year	Students with a scaled score in Mathematics below 100	Students with a scaled score in reading below 100	Students with a scaled score in grammar, punctuation and spelling below 100	Students with a scaled score in both reading and grammar, punctuation and spelling below 100	Funding for 2019 - 20
2019 - 20	35	41	43	24	£18682

Students with no Mathematics score = 5

Students with no reading score = 0

Students with no grammar, punctuation and spelling score = 3

Preamble

The Catch-Up funding in 2019 - 20 was primarily used to fund Numeracy and Literacy intervention and rapid recovery sessions. These were timetabled for students in order to accelerate student progress. The English and Maths teams delivered these sessions using specialised teachers or lead practitioners within departments. Funding was also used to purchase a Numeracy programme, Numeracy Ninjas. Funding was also used to purchase a range of reading books, appropriate to age and ability and reading comprehension resources and programmes to ensure rapid progress.

In addition to this, students in Years 7 and 8 had dedicated reading time in each English lesson equating to at least one hour per week. This time provided an opportunity to further develop reading and students were equipped with books appropriate to reading ages. Catch- Up students were targeted and provided with the opportunity to read aloud to TAs and teachers in lessons in addition to extracurricular periods in order to improve fluency.

Strategies

Numeracy or Literacy Strategies	Costing
The Maths department used funding to purchase 'Passport Maths' and this resource was used by the specialist Maths teachers to deliver the Catch-Up Numeracy sessions to the most vulnerable Year 7 students. Part of the funding allowed overstaffing within the Maths department to enable small groups to receive small group intervention session, once a week. This programme ran over a full term before student progress was reassessed and evaluated.	£1542
The Numeracy Ninja programme ran weekly throughout 2019-20. This allowed all Catch-Up students to receive numeracy practice and intervention as part of every single Maths lessons. Due to this frequent support and retrieval intervention, students demonstrated clear improvement with Numeracy confidence over time.	£1033
Literacy 121 intervention was timetabled weekly with specialist teachers for Catch-Up students.	£2178
Reading for comprehension resource packs were purchased for the intervention sessions to ensure the Catch-Up students acquired basic reading skills rapidly.	£1078
A range of reading books appropriate to reading ability and age were purchased for Catch-Up intervention students.	£205



Read2Succeed programme designed and launched; every student received a reading book (Catch- Up students prioritised). Recordings of teachers reading posted online to support lower ability readers access the texts.	£3170
ART subscriptions. Students are tested on ART in order to inform teachers of ability and progress.	£2118
Nurture specialist teachers (primary trained) provided in English and Maths for students with lower ability reading/ numeracy skills with an adapted curriculum. Class sizes are considerably lower (on average 15 students) in the Nurture stream to enable specialist support.	£2178
RWI and Phonics (Ruth Miskin) basic training courses completed.	£1660
A homework support club ran every lunch time, facilitated by TAs, in order to support student identified as 'Catch Up'.	£3520

Impact

Numeracy: In February 2020, two Passport Maths intervention groups had almost completed the first full cycle of support. Out of 16 students involved at this stage, 94% had made progress with regards to their numeracy. Of these students, 70% then went to perform at 'expected' standard in their year 7 formal maths assessment midway through the year.

Literacy: In February 2020, two intervention groups of a total of 10 students had almost completed the first cycle of support. 83% made progress and moved forward from working towards their targets to being on track to achieve their targets. Students in this cohort, on average, moved from the 1%ile to the 10%ile. On average, the standardised age score had improved by 11. On average, reading ages improved by 8 months in 6 weeks. On average, students improved overall in literal comprehension.

N.B.

We planned for all students to complete assessments in English and Mathematics at the end of each term, in addition to Catch- Up intervention assessment at the end of each cycle. These assessments would have been based on the content that had been covered throughout the academic year. However, no Spring or Summer assessments could take place due to the Coronavirus pandemic.