**Year 7 Catch Up Premium**

The Government provide additional funding for each Year 7 student who did not achieve a score of at least 100 in the Key Stage 2 national curriculum tests in reading and/or Mathematics. For Waseley Hills High School, this additional funding equated to £6372 in 2018-19 and we will also receive approximately £6372 in the 2019-20 academic year.

The purpose of the funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those students that most need it. The funding also allows Waseley Hills High School to purchase accessible and stimulating resources which facilitate a bespoke curriculum to support students both within lessons and outside the classroom.

**2018 – 2019 Review**

**Literacy**

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| **Method** | **Aim** | **Impact**  |
| Accelerated reader programme | To raise reading age, improve vocabulary and encourage reading in KS3. | The accelerated reader programme has encouraged reading –this is happening evidenced by the number of books being read – with focus on students receiving the funding. These students have shown a marked increase in both the amount of reading, interest in reading and reading age which 78% showing an improvement in their reading age. We used the regular STAR reader test to assess this which has proven effective. 2019-20 we will be using a test on SMHW at the start and end of each term to show which specific areas have been improved upon.  |
| Nurture group Year 7  | To support with issues with basic literacy skills  | Recent progress figures for the current Year 8 group shows that 50% of students have improved their reading age with 30% by more than two years.50% have also passed the 100 STD score. Those who have not progressed as far as we would have hoped are being given additional support this year by way of Lexia and one to one. Data for the current Year 7 will be available mid Spring 1 The nurture group has had an impact beyond progress with all students growing in confidence and enjoying English more because they feel they are progressing.  |
| Reading partners programme | To raise reading age, improve vocabulary and encourage reading in KS3. | This has had a quantitative and a qualitative impact on students. Students asked about benefits – ‘helps with confident’ and ‘helps me to understand words in context and learn how to do it myself’. All students on reading partners have achieved an improvement in their reading age. Data indicates that all student s involved in this programme have improved in Years 7. |
| Star Reader | To identify and act upon student weaknesses.  Star reading reports and suggested skills. | Most recent data indicates an improvement for students in receipt of the catch up money in both Year 7 and 8 – 63%. Some students have increased by over 2 years reading age (6 students /37).  |

**Mathematics**

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| **Method** | **Aim** | **Impact**  |
| The White Rose scheme of work | To allow students who had performed considerably lower than the national average in Mathematics to be taught at a level and pace that was appropriate to them. The White Rose scheme of work was used to fill in the many gaps in the students understanding which allowed basic numeracy skills to be taught as per the expectation of a Year 1 student and higher. | At the start of the academic year 50% of the students were achieving at Year 2 and the rest at Year 1 in the following strands: 4 operations, decimals, fractions, percentages and ratio. By the end of the year all students had progressed by at least one Year in these strands. 55% of the students made 2 or more Years of progress in these strands. |

**2019 – 2020 Plan**

**Literacy**

Assessment - The funding will be used to carry out MidYIS Testing on transition from Year 6 to Year 7, this will allow us to Benchmark more accurately and obtain detailed insight to areas of need and plan appropriately to support.

Strategies will then be used to support individuals who fall below the benchmark in the Key Stage 2 examinations, this includes support inside and outside of the classroom, additional resources to support learning such as electronic programmes and texts.

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| **Method** | **Aim** | **Intended Impact**  |
| Accelerated reader programme | To raise reading age, improve vocabulary and encourage reading in KS3. | The accelerated reader programme will continue to encourage reading –this is happening evidenced by the number of books being read – with focus on students receiving the funding. Students are intended to continue to show a marked increase in both the amount of reading, interest in reading and reading ag. 2019-20 we will be using a test on SMHW at the start and end of each term to show which specific areas have been improved upon. Data for this will be available mid Spring We are also intending to use other aspects of this programme to support with encouraging a love of reading/interest in it.  |
| Nurture group Year 7 and 8  | To support with issues with basic literacy skills  | We anticipate that the nurture group will have an impact beyond progress, with all students growing in confidence and enjoying English more because they feel they are progressing. |
| Lexia  | To provide a platform for students to work independently and with support  | We anticipate that as well as having an impact on progress it will support students in honing their independent learning skills.Use of Lexia testing for targeted students. |
| Reading partners programme | To raise reading age, improve vocabulary and encourage reading in KS3. | As this continues to have a quantitative and a qualitative impact on students in receipt of catch up funding we will continue to implement it with minor changes only. One change will be to use weaker readers in Year 10 to support the weakest readers in Year 7. This has been proven by research to support those students who are helping as well as those in receipt. We will be looking at using students formerly in receipt of catch up money.  |
| Star Reader | To identify and act upon student weaknesses.  Star reading reports and suggested skills. | This year we will use SMHW tests/quizzes on key reading skills at start and end of each term to assess impact on specific reading skills as analysed as a point of weakness based on KS2 tests Testing reading at KS3 – this is currently being implemented using SMHW.  |
| New resources to include; New texts for Year 7,Thesauri – Oxford or Roget and games to promote literacy skills | To improve and promote the importance of reading skills and levels of vocabulary  | The skills areas lacking based on a review of KS2 againstnational data were:1.The meaning of words in context2.Retrieve information/key details 3.Make inferences4.Justify 5.Explain how word choices enhance meaning By using these resources we anticipate an improvement in catch up funding students’ abilities in these areas.  |
| Narrowing the Vocabulary GAP  | A whole school focus targeting the levels of vocabulary and students’ ability to contextualise Whilst this is targeted at all students the aim is to have a significant effect on the benchmark students. | As we are focussing on the skills that have prevented catch up funding students achieving the benchmark we anticipate this having an impact on progress in these areas and confidence. The aforementioned testing will enable us to monitor specific areas. We also provide a weekly quiz on SMHW which enable us to monitor progress. There will also be tests specifically tailored to the needs of these students. These will not only allow us to monitor progress but to also support with developing these students’ abilities to manage tests/exams.  |

**Mathematics**

Assessment – The areas of weakness for the students who are below the 100 benchmark for mathematics will be analysed using the Question Level Analysis provided by the Department of Education. This data highlights strands of the curriculum that pupils need support through interventions. Progress on these strands and the impact of interventions will be monitored through the use of SATS papers throughout the academic year.

Strategies will then be used to support individuals who fall below the 100 benchmark in the Key Stage 2 examinations, this includes support inside and outside of the classroom, additional resources to support learning such as electronic programmes and texts.

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| **Method** | **Aim** | **Intended Impact**  |
| Peer Mentoring from KS4 students  | These mentors will act as good role models and help with basic numeracy to improve confidence of the students who are below the benchmark. This will take place once per week during Tutor Time | To increase the confidence of students in Maths.  |
| Hegarty Maths  | A bespoke plan for each student will be mapped out using the QLA. Videos and tasks on the web based platform Hegarty Maths will be allocated to students so that they will have the opportunity to work on their specific areas of need both at home and in school | The impact of these interventions will be measured by calculating the improvement in the percentage of questions answered in each strand that has been identified as a weakness. Students will sit SATS papers through the year so that more data is generated to track progress in these areas. |