



## Year 7 Catch-Up Premium Report 2018-2019

The DfE has made additional funds available for improving the attainment of our disadvantaged pupils. This grant is known as the Year 7 Catch-Up Premium. The funds are primarily aimed at improving Maths and English levels at key stage 2 (KS2). An allocation is made for every pupil who has not achieved the 'expected standard' in reading or maths at KS2 as per the October school census.

This short report summarises how the previous year's funding was spent and how we intend to spend this year's funding. Most importantly, it provides information on the outcomes of the spending and the improvements made amongst our pupils.

Previous performance of disadvantaged pupils	2018	2019
Pupils making expected progress in maths:	0%	0%
Pupils making expected progress in English:	0%	0%

All students at Abbey Hill Academy in this cohort were working below the nationally expected standard due to their specific learning difficulties.

Year 7 Catch-Up Premium 2018-19	
Total number of pupils on roll:	214 (11-16)
Total number of pupils eligible for Year 7 Catch-Up Premium:	43
Amount of Year 7 Catch-Up Premium received per pupil:	£500
<b>Total amount of Year 7 Catch-Up Premium received</b>	<b>£21,500</b>

Spending of the Year 7 Catch-Up Premium 2018-19
<b>Objectives:</b>
<ul style="list-style-type: none"> <li>To support the attainment of these pupils and aid their progression into the secondary curriculum.</li> </ul>
<b>Summary of spending:</b>
The Year 7 Catch-up budget was spent on opportunities to enrich students' language skills and bring learning to life through a visiting author as well as a theatre visit for the students following the formal curriculum. These experiences were then brought back into the classroom where both language and writing structure were explored.

In the pre- and semi-formal curriculum, a wide range of books were purchased to be used as a starting point for a linked learning curriculum based upon the heart, hand and head.

Funding was spent on the further development of Maths interventions and the technology to access it. The Maths department purchased iPads in order for students to be able to access a range of maths apps designed to support and assess individual development.

Following student assessment and a review of the reading curriculum, a large proportion of funding was spent on training staff in delivering phonics sessions and planning for increased phonic-based activities for reading and spelling in the academic year 2019-2020. Resources were purchased in line with this.

Occupational Therapy assessments were carried out on the majority of Y7 students to ensure pupils have the equipment and environment to learn.

#### **Interventions:**

We offer a range of targeted support interventions based upon individual need. The subject specific Teaching Assistants used interventions already used by the school in either smaller, focused groups or individually.

Interventions offered:

- Read, write inc. Fresh Start
- Key Skills maths assessments and associated maths activities
- WRAT and SRA testing and associated reading tasks
- Lexia and My Maths programmes continue to be used (funded by Pupil Premium funding)
- Doodle Maths
- Boardmaker online (communication tool)
- SaLT group and individual communication development sessions
- Differentiated reading programme

#### **Outcomes of 2018-19 spending - English**

Pupils arriving in Year 7 below the expected standard	43 students in total 100% below the expected standard
Pupils improving to the expected standard by the end of the year	These students made strong progress from starting points in Spring Y7 to Autumn Y8. 100% in reading with 16% making amazing progress, exceeding targets set. 100% in writing with 14% making amazing progress, exceeding targets set. 100% in spoken language with 2% making amazing progress, exceeding targets set. All students at Abbey Hill Academy in this cohort are working below the nationally expected standard.

Pupils remaining below the expected standard	100% (43 students) All students have learning difficulties and therefore, are not working at the expected standard for their age. However, as detailed above all students made progress in reading, writing and spoken language.
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Outcomes of 2018-19 spending - Maths	
Pupils arriving in Year 7 below the expected standard	100% (43 students)
Pupils improving to the expected standard by the end of the year	These students made strong progress from starting points in Spring Y7 to Autumn Y8. 100% made strong progress in Y7 based on starting points with 18% making amazing progress, exceeding targets set. All students at Abbey Hill Academy in this cohort are working below the nationally expected standard.
Pupils remaining below the expected standard	100% (43 students) All students have learning difficulties and therefore, are not working at the expected standard for their age. However, as detailed above all students made progress in maths.

## Use of the Year 7 Catch-Up Premium 2019-2020

Year 7 Catch-Up Premium 2018-19	
Total number of pupils on roll:	223 (11-16)
Total number of pupils eligible for Year 7 Catch-Up Premium:	53
Amount of Year 7 Catch-Up Premium received per pupil:	£500
<b>Total amount of Year 7 Catch-Up Premium received</b>	<b>£26,500</b>

Planned Use of the Year 7 Catch-Up Premium 2019-20
<ul style="list-style-type: none"> <li>Assessment resources to measure students' reading development in order to highlight their individual needs.</li> <li>Phonics based reading resources to increase students' phonic awareness and in turn improve their reading and spelling ability.</li> </ul>

- Occupational Therapy assessments to ensure pupils have the strategies, equipment and environment to learn.
- Teaching Assistant to deliver interventions.
- Review of Maths intervention packages and purchase resources accordingly.

Each middle leader will monitor closely the impact of their project and report back to the senior leadership team on the impact this has had on student outcomes.