



## Year 7 Catch-Up Premium Report 2019-2020

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 provides information on the outcomes of the spending and the improvements made amongst our pupils.

Previous performance of disadvantaged pupils	2019	2020
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:	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>

Spending of the Year 7 Catch-Up Premium 2019-20
<b>Objectives:</b>
<ul style="list-style-type: none"> <li>To support the attainment of Y7 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 for the students following the formal curriculum. This experience was 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.

After a review of maths interventions, funding was spent on the further development of technology to support the Maths curriculum. The Maths department purchased a range of maths apps designed to support and assess individual development as well as Bee-Bots to support the teaching of positional language.

Following student assessment in the semi-formal 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 2020-2021. 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 employed interventions already used by the school in either smaller, focused groups or individually.

Interventions offered:

- Read, write inc.
- 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
- Numbots
- Boardmaker online (communication tool)
- SaLT group and individual communication development sessions
- Differentiated reading programme

#### **Outcomes of 2019-20 spending - English**

Pupils arriving in Year 7 below the expected standard	53 students in total 100% below the expected standard
Pupils improving to the expected standard by the end of the year	These students were assessed in the Autumn term across the curriculum. The aim in the Autumn term is to see if the children are still working at Key Stage 2 assessed levels in September of Y7. Our spring data taken in February then forms our baseline and provides us

	<p>with starting points for all students. Our Spring baseline data tells us that 30% of the cohort were assessed by Abbey Hill as working beyond assessed KS2 levels in reading and 34% in writing.</p> <p>Our initial assessments also showed that 15% of the Year 7 cohort were working below Key Stage 2 assessed levels in reading and 11% in writing.</p>
Pupils remaining below the expected standard	<p>100% (53 students)</p> <p>All students have learning difficulties and therefore, are not working at the expected standard for their age.</p>

Outcomes of 2019-20 spending - Maths	
Pupils arriving in Year 7 below the expected standard	<p>100% (53 students)</p>
Pupils improving to the expected standard by the end of the year	<p>These students were assessed in the Autumn term across the curriculum. The aim in the Autumn term is to see if the children are still working at Key Stage 2 assessed levels in September of Y7.</p> <p>Our spring data taken in February then forms our baseline and provides us with starting points for all students. Our Spring baseline data tells us that 21% of the cohort were assessed by Abbey Hill as working beyond assessed KS2 levels in maths.</p> <p>Our initial assessments also showed that 6% of the Year 7 cohort were working below Key Stage 2 assessed levels in maths.</p>
Pupils remaining below the expected standard	<p>100% (53 students)</p> <p>All students have learning difficulties and therefore, are not working at the expected standard for their age.</p>