

## **Year 7 Catch up Premium**

### **Overview Review 2019 -2020**

#### **Year 2019 affected by Covid-19 Pandemic**

Sept/ October Initial Baseline assessments - In terms of CAT tests, 36 pupils scored less than 85 in the verbal battery and 35 scored less than 85 in the quantitative battery. A score of less than 85 would indicate an additional need.

All pupils with a low verbal score have received an additional 1 to 1 assessment using NARA II to further explore any possible learning needs. This identified 21 pupils who will need additional support in literacy (See attached table)

Mrs. Catterall is employed for 1 day a week to target the pupils with a diagnosis of dyslexia or have been identified as having a particular need in reading. She also provided training for Mrs Cropper and contributed to whole staff training through the Learning Support Group. Claire also delivered specialist intervention to 12 pupils across 7,8, and 9

Mrs Cropper completed Soundwrite accreditation (literacy) and maths recovery training (so school can offer this intervention). Form time intervention groups arranged. A small number of pupils followed a functional English course at Key Stage 4 and achieved Step-up Gold Award.

Mrs Cropper was timetabled to teach a Y7 class with a view to targeting the weakest pupils by using a Maths Recovery approach. The department has continued to use Easimaths, an online special needs intervention which seeks to improve basic skills in an engaging way. Mrs Cropper organised Maths Recovery assessments for the current Y7. A small number of pupils followed a functional math course at Key Stage 4 and the majority achieved Entry Level 3.

Edukey implemented within the department to track the progression of students verses their targets

The Intervention timetable required students being removed from lessons on a rolling schedule until February half term.

Andrew Kershaw and Ros Cropper also delivered the Toe By Toe programme weekly between Monday and Thursday with 4 pupils having 3 intervention sessions a week 12 "term time" weeks (not done due to covid).

Results tables - Initial test scores for IDL and Maths Recovery. Following page details show a summary of individuals change/ progress after intervention. Little data to use due to limited intervention time due to COVID-19 pandemic. Engagement with this groups was relatively low despite attempted weekly phone calls, video calls and emails to parents/guardians and pupils.

## NARA/IDL - Initial Assessment List

Gender	(90 OR LESS) SAT score	(95 OR LESS) CAT score - verbal SAS	NARA Assessment Ages		(40 OR LESS) IDL - READING	(40 OR LESS) IDL - SPELLING	PP	SEND	Intervention offered
			Accuracy (UNDER 10 YRS)	Comprehension (UNDER 10 YRS)					
M	N	64	-6.00	7.00	19/100	21/100	✓	✓	IDL 1 lesson per week
M	80	68	7.08	7.08	28/100	24/100	✓	✓	IDL 1 lesson per week
F	80	66	6.09	7.07	23/100	26/100	✗	✓	IDL 1 lesson per week
F	82	81	6.07	7.04	21/100	26/100	✓	✓	IDL 1 lesson per week
M	82	85	6.01	6.07	19/100	14/100	✓	✓	IDL 1 lesson per week
M	82	77	8.00	7.08	36/100	41/100	✓	✓	IDL 1 lesson per week
M	84	72	7.03	8.07	29/100	30/100	✓	✓	IDL 1 lesson per week
M	90	84	7.10	8.07	33/100	33/100	✗	✓	IDL 1 lesson per week
F	85	79	7.10	8.07	48/100	33/100	✓	✓	IDL 1 lesson per week
M	86	82	8.10	9.00	35/100	35/100	✓	✓	IDL 1 lesson per week
F	100	76	8.02	8.01	36/100	45/100	✗	✗	IDL 1 lesson per week
M	94	78	8.07	8.10	57/100	40/100	✗	✗	IDL 1 lesson per week

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M	100	83	9.08	12.10+	64/100	46/100	✓	✓	2 x Form times (when at
F	97	84	9.09	12.07	71/100	61/100	✗	✓	2 x Form times (when at
M	96	79	9.08	11.04	53/100	53/100	✓	✓	2 x Form times (when at
M	94	74	9.00	11.04	66/100	57/100	✓	✗	2 x Form times (when at

ehension Booster

F	102	70	10.05	12.10+	61/100	39/100	✗	✗	word shark for spelling ;
M	97	80	8.02	10.01	53/100	31/100	✗	✓	word shark for spelling ;
M	88	87	7.11	12.01	42/100	25/100	✗	✓	word shark for spelling ;
F	93	76	11.07	9.07	56/100	58/100	✗	✓	Comprehension booste

## Maths Recovery Initial Assessment List

SAT score	MR Assessment SEAL score	PP	SEND					
82	2	✓	✓	2 x lessons per week				
84	3	✓	✓	2 x lessons per week				
85	1	✓	✓	2 x lessons per week				
88	2 (Elements of 3,4 & 5)	✓	✓	2 x lessons per week				

Pre lockdown – Example Impact on Reading age improvement by two pupils fully engaging with the IDL programme in comparison to a pupil attending only half of the IDL sessions.

Student	Initial reading age	Current reading age	Initial spelling age	Current reading age	Number of session attended	Number of activities completed
1	8y3	8y6	8y4	8y5	4:7	14
2	7y10	9y2	8y0	8y6	6:7	31
3	8y6	9y6	9y6	9y11	6:7	31