

THE CATCH-UP PREMIUM FOR YEAR 7 2019/20 – IMPACT RESULTS

FUNDING ALLOCATION

The literacy and numeracy catch-up premium provides schools and Colleges with an additional funds for each Year 7 student who did not achieve ARE (Age Related Expectation) in their reading and/or Mathematics at the end of Key Stage 2. The payment is received by schools and Colleges mid-way through an Academic Year (March), once the final destinations of students from the Primary sector to the Secondary sector is recorded by the Department for Education (DfE). The funding allocation for 2019/20 was **£13,721**

At the start of year 7 Perins also ran its own baseline testing for spelling, reading and arithmetic to help identify students that would benefit from additional support.

The three interventions that were run are as follows:

Success@Arithmetic; A small-group intervention programme from Edge Hill University which is designed for pupils in Upper Key Stage 2 and in Key Stage 3 who are at about National Curriculum Level 3c. The programme aims to develop understanding, fluency and confidence in written calculation. The sessions use number rods, bar modelling and written methods to build a complete mathematical picture, developing pupils' arithmetical fluency and can be adapted to meet individual needs.

Spellzone; An online English spelling resource used by students aged seven to adult. It unlocks the mystery of English spelling and is adaptable for all abilities. Spellzone is fully accessible with many options for font, text and background colour, text size and a text to speech facility and includes a spelling ability test, a baseline 'spellzone' score, a personal 'course pathway' and automatically retests and updates according to new learning.

Paired Reading; An intervention that is scaffolded by the Accelerated Reader package that was provided for all year 7s this year where students are paired with an accomplished reading mentor to read aloud, enabling the reading mentor to hear the student read and identify words that they may not understand or struggle with. The student and the reading mentor can then have discussions based around the words or context to aid vocabulary knowledge. Students that read regularly with a reading mentor gain invaluable 1:1 reading intervention and an increased confidence and growth in their reading ability.

IMPACT RESULTS

These results are broken down into the impact of the specific interventions.

Below provides a summary of the interventions provided to pupils in the last academic year (2019-2020) who were identified as below ARE from their KS2 data. Additionally we tested on entry to Perins using the 'New Group Reading Test' (NGRT), the Vernon Spelling Test and the Basic Number Screening Test.

Final Evaluation Statement

Due to Covid, the interventions were stopped in March 2020. We cannot provide a final evaluation of progress of those students have these particular interventions.

To make sure that these students were still known to us, we purchased GL assessment suite of baseline testing for Reading, Spelling, English, Maths, Science and CAT test. We ranked the data according to specific tests (reading or spelling) and also the whole data set. This informed our Springboard programme with for this Cohort of Students.

Springboard Programme – Feb 2021

12 students had a bespoke package for 3 weeks (whilst some students were returning to school after Covid) to include sessions of:

- Talkabout for Teenagers
- Mindmapping
- Specialist Dyslexia teacher – English sessions
- Supported Hegarty Maths
- Mindfulness sessions
- Lexia

This intervention did not run long enough for us to do a formal evaluation, but part of the purpose was to get the students back into a positive mindset, and have more confidence for the return to full time school.