

## **Beacon High Year 7 Catch-up Premium Statement 2020-21**

The Catch-Up Premium provides schools with an additional £500 for each pupil who was deemed to be 'not secondary ready' in reading and/or mathematics at the end of Key Stage 2.

In 2019-20 funding allocation for Beacon High to support pupils' eligible for Catch-Up Premium was £4256.

There is no separate funding for Year 7 in 2020-21.

The school is accountable for how it has used the additional funding to support the achievement of eligible pupils and the Headteacher reports to the governing body and parents on how effective the interventions have been in achieving its aims.

### **OBJECTIVE**

The objective at Beacon High is to ensure that these students make the rapid and sustained progress necessary to bridge the gap in progress as compared to their peers. We aim to accelerate the progress of these students by ensuring that their individual needs are met and appropriate and timely interventions are used, when needed.

### **OVERALL STRATEGIES**

There is a significant overlap at Beacon High between the students eligible for the Pupil Premium payment and those eligible for the Catch-Up Premium. Strategies to meet the needs of students eligible for Catch-Up Premium at Beacon High are informed by educational research and implemented alongside the strategy in place to use Pupil Premium money to accelerate student progress (*see full Pupil Premium spend report*).

The school assesses the individual needs of eligible students and spends the funding allocation on targeted support through:

- Small group withdrawal teaching groups in English and mathematics delivered by SEN teachers skilled to work with students who need to make additional progress.
- Ensuring that class sizes for Y7 are kept small.
- Assessment of reading ages as part of transition to identify and support students who need additional reading interventions from the start of Y7.
- High quality classroom provision for the teaching of reading and mathematics.
- Thorough transition process including a programme of pre-September workshops for parents and students and freeing staff time to visit all primaries to meet Y6 teachers to be as informed as possible about individual student strengths, weaknesses and strategies before September.

<b>Catch Up Premium Strategies 2018- 2019</b>
Small group withdrawals for students most significantly behind their peers
Reading age tests before students started and application of the AR programme in their reading lessons through English
Lexia programme for students needing additional support in English, especially those for whom English is not their first language
KS3 Maths curriculum development (including Head of Department primary school visits)
KS3 English curriculum development (including Head of Department primary school visits)
Progress and Standards model designed for Y7 and Eng/Ma focus for students. This fed into the inclusion meetings as, in most instances, academic progress was being hampered by pastoral challenges facing students

### **IMPACT 2019-20**

The impact of the interventions has been measured through assessment of students by class teachers, moderated at department level. Below are the proportions of those eligible for the catch-up premium who were assessed as making expected or better progress by the end of Y7 in English and maths based on continual assessment and the end of year examination.

Reading		Maths	
Number of students below Scaled Score 95 at the end of Key Stage 2	Percentage who made expected or better progress by the end of year 7	Number of students below Scaled Score 95 at the end of Key Stage 2	Percentage who made expected or better progress by the end of year 7
5	4 students (80%)	3	2 students (67%)

When analysing this data a number of factors should be considered:

- The impact of lockdown on the individual support offered to our learners
- 4 students arrived with an average scaled score of below 95 in both reading and maths, and 3 made expected progress.

- More students made good or better progress in English than they did in maths for three years in a row. Making greater use of PiXL Maths resources and other Y7 maths strategies in Y7 is an additional response to this.

### **BARRIERS TO FUTURE ATTAINMENT FOR THIS COHORT 2020-2021**

IN SCHOOL BARRIERS	
A	Levels of literacy on entry in Y7 are lower for Catch-Up students, especially for reading and writing which prevents them from making good progress in KS3.
B	Levels of maths mental arithmetic skills on entry in Y7 are lower for Catch-Up than for other students, which reduce progress in maths in Y7.
C	Significant staff change/long term supply has had an impact on their KS3 experience to date, with stronger/long term staff being focussed on KS4.
D	A high prevalence of social and emotional difficulties which produces barriers to progress which need to be overcome.
EXTERNAL BARRIERS	
E	Lower levels of engagement with homework outside of school.
F	Parental barriers to reading, literacy and numeracy to support their child.
G	Access to resources as a significant number of students are also eligible for Pupil Premium.
H	Higher than national average level of safeguarding, SEN, EAL and wellbeing concerns for this cohort of students.

### **INTENDED STRATEGIES FOR Y7 CATCH UP SPEND FOR Y7 2020-2021 (NEW COHORT)**

Despite no direct funding for Catch-Up Premium this year it is our intention to maintain our good practice by implementing strategies to meet the needs of students who would normally be eligible for catch-Up Premium at Beacon High in the academic year 2020-2021. These strategies will substantially include those listed above from last year. There will be a whole school Catch-Up strategy following 'lockdown' and new funding streams related to students missing school between March and July 2020.

#### **Develop the Year 7 Base**

Y7 have their own part of the school and 'base classroom'. The same teacher teaches the whole of Y7 for English (and the same model for maths, science and humanities). This allows greater teacher development and specialism with a deep focus on Y7 curriculum and teaching and learning, as well as easing student transition to secondary school by reducing the number of transitions they have in a day.