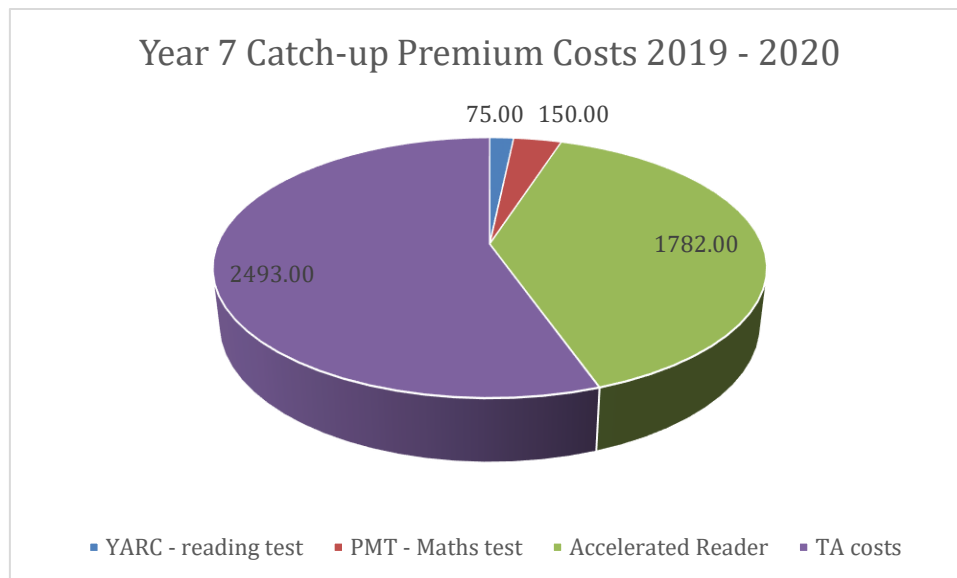




Year 7 Catch-Up Premium 2019 - 2020

Overview of Expenditure

In the year 2019-2020 year we received £4,500 in Year 7 Literacy and Numeracy Catch-up Premium. The chart below identifies how this money was spent.



Reading

There was a small number of pupils in Year 7 who received additional reading support. Students were initially assessed on an individual reading test, York Assessment for Reading Comprehension (YARC). From this test, students' reading needs were identified. The Accelerated Reader scheme was also used to assess students. This ensured that students were reading books appropriate to their reading ability. Regular monitoring and a close working relationship with the School's library staff ensured students changed their books regularly.

In addition, all students had regular one-to-one or small group reading sessions. We used sets of age appropriate group reading books which were matched to students' Accelerated Reader levels. For each book we used sets of pre-prepared questions designed to develop a range of reading comprehension skills. There was some support in English lessons as well as some 1:1 reading support in lessons.

Seven students were withdrawn from some modern foreign language lessons to concentrate on literacy.

At the end of the year all students met their flightpath in English; two exceeded their flightpath.

Unfortunately, at the end of the year they were not re-assessed using the same test because of COVID restrictions.

Spelling, Grammar and Punctuation

Eleven students attended spelling groups based on the Secondary Teaching for Progression in Spelling scheme. They also received some support in English. Any students requiring further intervention in Year 8 will continue to attend an intervention provided by the Learning Support Department.

Unfortunately, at the end of the year they were not re-assessed using the same test because of COVID restrictions.

Maths

Initially five students were identified as needing intensive support.

Students received small group support delivered by an experienced HLTA. There was also HLTA or TA support during their maths lessons. One student received one-to-one tuition in keys skills lesson from an HLTA three lessons per fortnight.

Students were assessed initially using the GL Assessment Progress Test in Maths (PTM). This identified areas to target. Unfortunately, at the end of the year they were not re-assessed using the same test because of COVID restrictions.

Of these five students, three exceeded their flightpath in maths and the two others were working within their flightpath but hadn't quite reached the standard.

Support over Lockdown

During the lockdown the pupils were contacted by phone and/or email by teaching assistants weekly and in some cases daily.