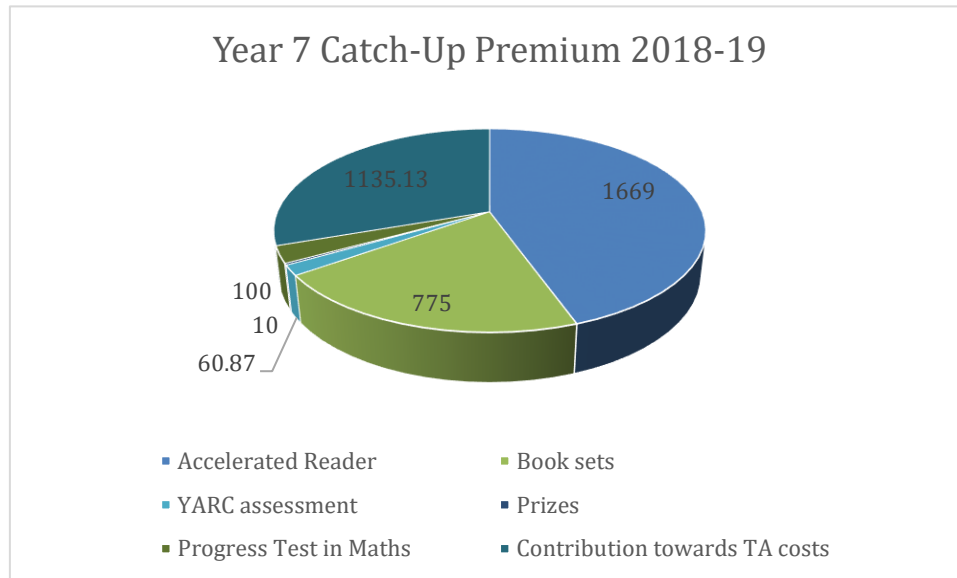




## Year 7 Catch-Up Premium 2018-19

### Overview of Expenditure

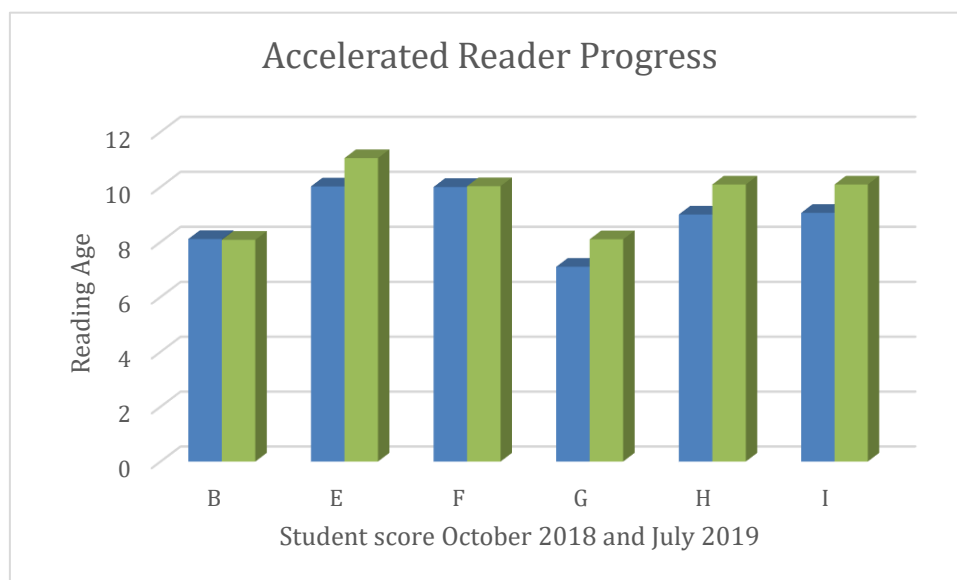
Last year we received £3,750 in Year 7 Literacy and Numeracy Catch-up Premium. The chart below identifies how this money was spent.



### 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, student's 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 library staff ensured students changed their books regularly. Prizes were also presented to encourage reading.

In addition, all students had regular one to one reading sessions. Last year we invested in sets of age appropriate group reading books which were matched to students' Accelerated Reader levels. For each book we resourced 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.



The chart shows the progress of students on the Accelerated Reader scheme. Sixty-seven percent made above expected progress. Those who did not make above expected progress had more complicated issues which require wider support.

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

### **Spelling, Grammar and Punctuation**

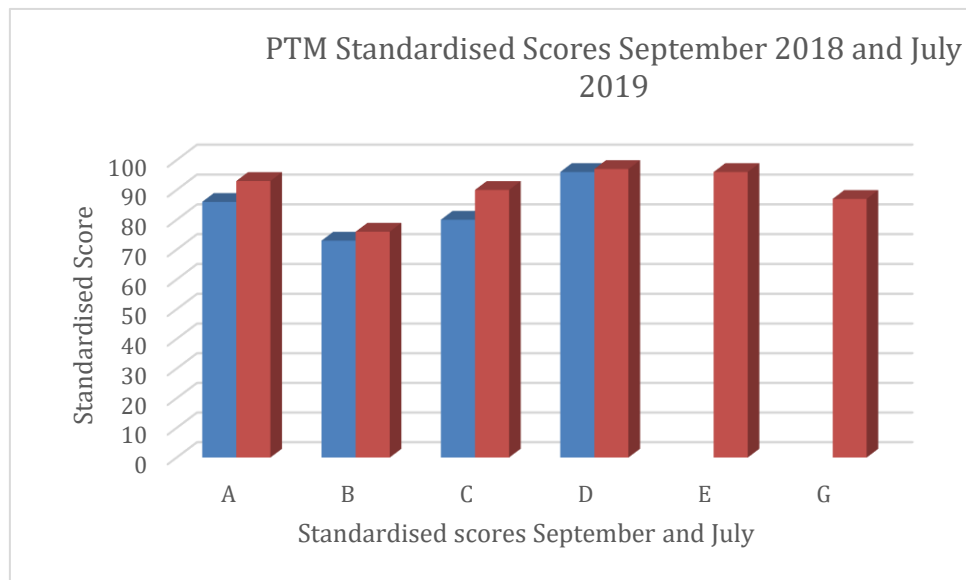
Two students attended spelling group based on the Secondary Teaching for Progression in Spelling scheme. They also received some support in English. Any students requiring further intervention in Year 8 will attend an intervention provided by the English department. Both pupils met their flightpath in English.

### **Maths**

Initially five students were identified as needing intensive support. Two others were added during the spring term so no standardised data is available.

Students received small group support delivered by an experienced HLTA. There was also HLTA or TA support during their Maths lessons.

Students were assessed initially using the GL Assessment Progress Test in Maths (PTM). This identified areas to target. At the end of the year they were re-assessed to monitor progress.



The graph shows that all students tested in September and July improved their standardised scores in Maths. Of these four students, one exceeded their flightpath in Maths and the three others were working within their flightpath but hadn't quite reached the standard. For two students their GCSE prediction on the PTM increased by one grade.