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University of Birmingham School

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# Year 7 Catch-Up Premium 2019/20

## **Year 7 Catch-Up Premium at University of Birmingham School**

### **The Literacy and Numeracy Catch-up Premium**

University of Birmingham School receives additional funding from the government to support specific students. The literacy and numeracy catch-up premium gives additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2).

In 2019/ 20, funding has been allocated to schools on the basis that they receive the same overall amount of Year 7 catch-up premium funding they received in 2018 to 2019, adjusted for any change in the number of Year 7 pupils at the school.

In 2018/ 19 we received £7,677 and in 2019/ 20, we anticipate receiving £7,677.

### **Identifying Pupils' Needs**

When pupils start at UoB School, we ensure that we know and understand the starting points for their academic progress. We receive data from primary schools and then carry out a baseline test (GL assessments) to understand which pupils need additional support in literacy and numeracy. This allows us to clearly identify the academic barriers pupils are facing in these areas. We then use this funding to implement strategies designed to maximise the progress of these pupils.

### **Literacy and Numeracy Support at UoB School**

Where appropriate, following collation of initial data, pupils are then allocated to specific interventions to support them with English and / or Mathematics. Where significant support is required, pupils will be entered into a nurture group with additional teaching by a primary-school specialist, who will further support their transition from KS2 to KS3.

The School employs a specialist learning coach to work with pupils to improve literacy, and a specialist learning coach to work with pupils to improve numeracy. The school also employs a specialist trained primary school teacher for the literacy and numeracy nurture groups. It is these members of staff who carry out the interventions with identified pupils. Pupils benefit from intensive small group interventions where they are removed from lessons for catch-up support. They are never removed from English or Mathematics lessons.

### Planned Expenditure for Catch-up Premium 2019/20

Pupils below national standard for reading*:	38
Pupils below national standard for mathematics*:	24
Pupils below national standard for both*:	19

\*'Expected standard' equates to a score of  $\geq 100$  in KS2 assessments

Provision	Intended impact	Cost
Purchase of Lexonik software package and training for staff	The Lexonik programme will be delivered to those pupils who need additional support in literacy via the SENCO and English subject team. They will be supported by the literacy learning coach. The aim is to improve reading ages through intensive six-week programmes.	£2,880

### Expenditure and Impact of Catch-up Premium 2018/19

Small group and 1:1 interventions ran each morning in the 'Transition Form' – a group comprising a core of students with other students joining during the week for their specific interventions. Three core strands – Literacy, Numeracy, Social skills – are delivered each morning by the coaching team leads.

Interventions were bespoke to each student and each had individualised targets. The impact of the interventions were monitored by the team on their Impact Logs.

Provision	Intended impact	Cost
Small group intensive interventions via numeracy learning coach	Personalised needs addressed and targeted. Improved Year 7 numeracy progress for students who did not achieve national standards of mathematics at KS2	£4,000 (5 hours of intervention per week)

Small group intensive interventions via literacy learning coach	Personalised needs addressed and targeted. Improved Year 7 literacy progress for students who did not achieve national standards of reading at KS2	£4,000 (5 hours of intervention per week)
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### Impact

In the summer term of 2019, pupils were assessed using GL assessments, which standardise against a national sample to ensure validity, and their scores converted into a standardised score scale as used for KS2 assessments. This also shows us progress, as pupils carried out the same assessments at the beginning of the academic year in October 2018 and again in June 2019.

- In mathematics, 33% of the cohort were underachieving (scoring below 100 in the standardised score) in October 2018. This had reduced to 17% by July 2019
- In reading, the average reading age of the cohort has increased by 4 months above their chronological age
- Of those who had an original standardised score below 100 in reading recorded by GL in October 2018, 72% saw their reading age increase by June 2019 (34 out of 47 pupils)
- Those underperforming in both mathematics and reading has decreased from 10% of the cohort to 4%

Those individuals who are still not yet at the expected standard continue to receive support and targeted intervention into Year 8.