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# Year 7 Catch-Up Premium 2020/21

# Year 7 Catch-Up Premium and Literacy and Numeracy Catch-up Premium At University of Birmingham School (2019/20)

In 2019-20 University of Birmingham School received additional funding from the Government to support specific students. The literacy and numeracy catch-up premium gave additional funding to support year 7 pupils who did not achieve the expected standard in reading or mathematics at the end of Key Stage 2 (KS2). We received an allocation of £7,677.

In 2020-21, the catch-up premium has been incorporated into the learning recovery funding following the period of home schooling as a result of Covid-19 and the national lockdown March-July 2020. Therefore, the support offered for pupils to meet the expected standard in reading and mathematics will form part of this larger whole school strategy moving forward.

This report therefore focuses on the strategies used to support, and the impact of, the catch-up premium for the academic year 2019-20.

## **Identifying Pupils' Needs**

When pupils start at University of Birmingham School, we ensure that we know and understand the starting points for their academic progress and their prior attainment. We receive data from primary schools and then carry out additional baseline tests (in 2019/20 GL assessments) to understand which pupils would benefit from additional support in literacy and numeracy. This allows us to clearly identify the academic barriers pupils are facing in these areas. We have then used catch-up funding to implement strategies designed to maximise the progress of these pupils.

## **Literacy and Numeracy Support at University of Birmingham 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 assigned to a nurture group with additional teaching by a primary-school specialist, who will further support their transition and learning 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.

## Expenditure and Impact of Catch-up Premium 2019-20

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 SENDCo 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
Small group intensive interventions via numeracy Learning Coach	Personalised needs addressed and targeted. Improved year 7 numeracy progress for pupils who did not achieve nationally expected 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 pupils who did not achieve nationally expected standards of reading at KS2	£4,000 (5 hours of intervention per week)

### Impact

Whilst we would usually assess pupils at the end of the academic year to determine their progress, this was not possible in the summer of 2020 due to Covid-19. It is also worth emphasising that the impact of Covid-19 undoubtedly has had an impact on the progress of our pupils to meet the expected standards in reading and mathematics. The School's learning recovery strategy for 2020/21 is being implemented to address this moving forward.

Based on KS2 data received in autumn 2019, the following pupils were judged as having not met the expected standards in reading and mathematics.

Number of pupils below national standard for reading*:	38
Number of pupils below national standard for mathematics*:	24
Number of pupils below national standard for both*:	19

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

In the autumn term of 2020, pupils in year 8 underwent a standardised test in reading. This gave a reading age which can be used to compare against chronological age. For example, a reading age which met a pupil's chronological age would suggest a pupil was reading at a level comparable with expected standards.

24 pupils in year 8 have a reading age below their chronological age. This suggests that our literacy programme, and use of the catch-up premium, has had a positive impact. However, the impact of the home schooling period means a greater number of our pupils require additional support to accelerate and support development of their reading this year.

We have not conducted standardised testing in mathematics yet this year. Year 8 are currently undertaking assessments in mathematics. This report will be updated when the results from the assessments have been processed.