



Brighouse High School

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The impact of the Year 7 catch-up premium funding 2019-20

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 students who did not achieve the expected standards in Reading or Mathematics at the end of Key Stage 2. Pupils who achieved a scaled score below 100 in the Key Stage 2 SATs are deemed not to have reached the expected standard.

Context

Brighouse High School is committed to ensuring that Year 7 pupils who arrive with SATs scores below the national expected standard in reading and mathematics are provided with additional support both within the classroom and through bespoke additional intervention programmes. The catch-up funding we receive is therefore effectively used to support quality first teaching in the classroom and to provide short-term literacy and numeracy programmes designed to ensure that pupils make accelerated and sustained progress.

In 2019-20 Brighouse High School received £13,618 in catch-up funding.

There were 212 pupils in the 2019-20 cohort.

The pupils in Year 7 who did not meet the expected standard in each element of the Key Stage 2 SATs were identified and the numbers are given below:

| Number of pupils with a scaled score below 100 in Reading | Number of pupils with a scaled score below 100 in Grammar, Punctuation and Spelling (GPS) | Number of pupils with a scaled score below 100 in Mathematics |
|--|--|--|
| 43 (20%) | 30 (14%) | 36 (17%) |

Following a thorough evaluation of the intervention strategies implemented the previous year, we decided to continue with many of them over the course of the academic year 2019-20, whilst also introducing a few additional strategies to facilitate rapid and sustained progress in English and Mathematics.

Summary of the key strategies that were implemented over the course of 2019-20:

- Foundation timetable for Year 7. This allows pupils with low attainment on entry to be taught in a small group setting for English, Maths, Science and Humanities. There is a focus on literacy and numeracy skill development and a nurturing approach. (Contribution of £9000 towards cost.)
- Generous staffing structures in English and Mathematics to reduce class sizes and to assist with quality first teaching. Careful deployment of teaching assistants to facilitate small group interventions and 1:1 support where needed. (Contribution of £2000 towards cost.)
- Timetable for the 'Base' which is a fully timetabled provision and provides short to medium-term support and intervention for a small number of pupils who are experiencing emotional or behavioural difficulties in accessing mainstream provision. Targeted support for any vulnerable Y7 pupils in the Base to address gaps in literacy and numeracy.
- Literacy workshops and 1:1 withdrawal to boost the progress of pupils where reading age on entry is below expectations. (Contribution of £500 towards cost.)

- The strategic deployment of a specialist primary phase teacher to work with pupils who have not yet met the required standard via small group workshops, teaching in the Base and teaching targeted classes. (Contribution of £1000 towards cost.)
- Investment in Bedrock to address gaps in vocabulary and enable rapid and sustained progress in reading skills. All pupils who had not reached the expected standard in KS2 Reading accessed Bedrock both through lessons and intervention sessions / workshops. (£1000)
- Contribution to various other literacy and numeracy resources used by the Learning Support department, library and L4L programme: Hodder Reading project: Rising Stars; Rapid Plus; 123 digital maths programme. (£118)

Monitoring the impact

The impact of the literacy and numeracy strategies for 2019-20 was monitored by the submission of assessment data (twice in the year for Year 7), in addition to the re-assessment of reading ages and spelling ages for key students as the academic year progressed, though there were no re-assessments possible once the Covid-19 national lockdown was brought in.

Upon entry to Year 7, aspirational targets are set for pupils and appropriate groupings, support and intervention are then put in place to ensure that pupils can access the Key Stage 3 curriculum effectively.

English analysis

Of the **43 pupils** who had not met the expected standard in Reading, all of them (100%) were achieving in line with their aspirational targets in English by the end of Year 7. In addition to that, 36% were deemed to be demonstrating an outstanding Attitude to Learning (AtL) and the other 64% showed a very good AtL. New Group Reading Tests (NGRT) showed that 68% of the pupils who accessed the Bedrock programme made significant gains in terms of improvement in reading age, with some of them making almost 2 years' progress.

Mathematics analysis

Of the **36 pupils** who had not met the expected standard in Mathematics, 29 of them (81%) were achieving in line with their aspirational targets in Mathematics by the end of Year 7.

Pupils who have not yet achieved in line with their target grades will continue to be supported and monitored closely throughout Year 8. For example, the foundation timetable, generous grouping structures and Bedrock sessions are continuing into Year 8 for those pupils who still need intense support in literacy and numeracy. We shall also be using Hegarty Maths to provide extra numeracy support.