

St Edward's Academy

Year 7 Catch-up Premium Report 2019/2020



Stakeholders can find out more about the Year 7 literacy and numeracy catch-up premium grant (2019 to 2020) here:

<https://www.gov.uk/government/publications/year-7-literacy-and-numeracy-catch-up-premium-2019-to-2020/year-7-literacy-and-numeracy-catch-up-premium-conditions-of-grant-2019-to-2020>

The Year 7 literacy and numeracy catch-up premium grant was paid under Section 14 of the Education Act 2002. In accordance with Section 16 of this Act, the Secretary of State lays down the terms and conditions on which the grant is paid for the financial year beginning 1st April 2019.

Basis of allocation

The Year 7 catch-up premium allocations for 2019 to 2020 were allocated to schools using the same approach the previous year to the allocation calculation. In 2019 to 2020, funding to schools was allocated on the basis that they receive the same overall amount of Year 7 catch-up premium funding received in 2018 to 2019, adjusted to reflect the percentage change in the size of the Year 7 cohort between the October 2018 and the October 2019 school censuses (number of Year 7 pupils recorded on the October 2018 school census) ÷ (number of Year 7 pupils recorded on the October 2019 school census) × the 2018 to 2019 allocation.

Purpose

2019/2020

The premium gave funding to support Year 7 pupils who didn't achieve the expected standard in reading or maths at the end of Key Stage 2. The 2019/2020 allocation is based on what the school received in 2018/2019 and is adjusted to reflect the percentage change in the Year 7 cohort (based on October 2019 census data). The funding is to be spent on students with a scaled score of 99 and below in either Reading or Maths.

2020/2021

In June 2020, the Department for Education announced Year 7 catch-up premium will be discontinued and pupils will instead be provided for under the low prior attainment factor as part of the national funding formula. A pupil who does not achieve the expected level at Key Stage 2 attracts an additional £1,550 a year while in secondary education.

St Edward's Academy

Year 7 Catch-up Premium Report 2019/2020



Catch-up premium 2019/2020: Summary

Total number of Year 7 pupils:	111
Total catch-up premium budget:	£5464
Amount of catch up premium received per pupil:	£49.22

The funding is based on the size of the whole cohort from the previous year (i.e. 111 in Year 7 at October 2019 census).

Spending the grant

It is up to schools to decide how best to use the funding, identify pupils who need extra support and select programmes that are proved to be effective or have been successful previously. To help with the decision making process at St Edward's, we referred to the Education Endowment Foundation's teaching and learning toolkit. This compares different approaches to raising attainment, some of which can be used as catch-up strategies.

Last academic year, we used the nurture group to deliver the curriculum in smaller groups with additional time given to maths and English. The grant was also spent on individual tuition, intensive small-group tuition and external services and materials. The grant was also allowed to be spent on community facilities, such as services that benefit pupils at the school or their families, or people who live or work locally.

Identifying students

At the end of Key Stage 2 (KS2) pupils take national curriculum tests in mathematics, English reading and English grammar, punctuation and spelling. Student outcomes in these tests are reported as a scaled score ranging from 80-120. Students scoring 100 and above will have met the expected standard of the test and are considered Secondary ready.

The following table provides Key Stage 2 scores for students who were on roll for the October 2019 census:

St Edward's Academy

Year 7 Catch-up Premium Report 2019/2020



	Reading		Maths	
	No.	%	No.	%
Secondary Ready (Scaled score 100 or above)	71	63%	75	67%
Not Secondary Ready (Scaled score below 100)	23	21%	19	17%
No Key Stage 2 Data	17	16%	17	16%

23 students were identified as having a scaled score below 100.

ALPs

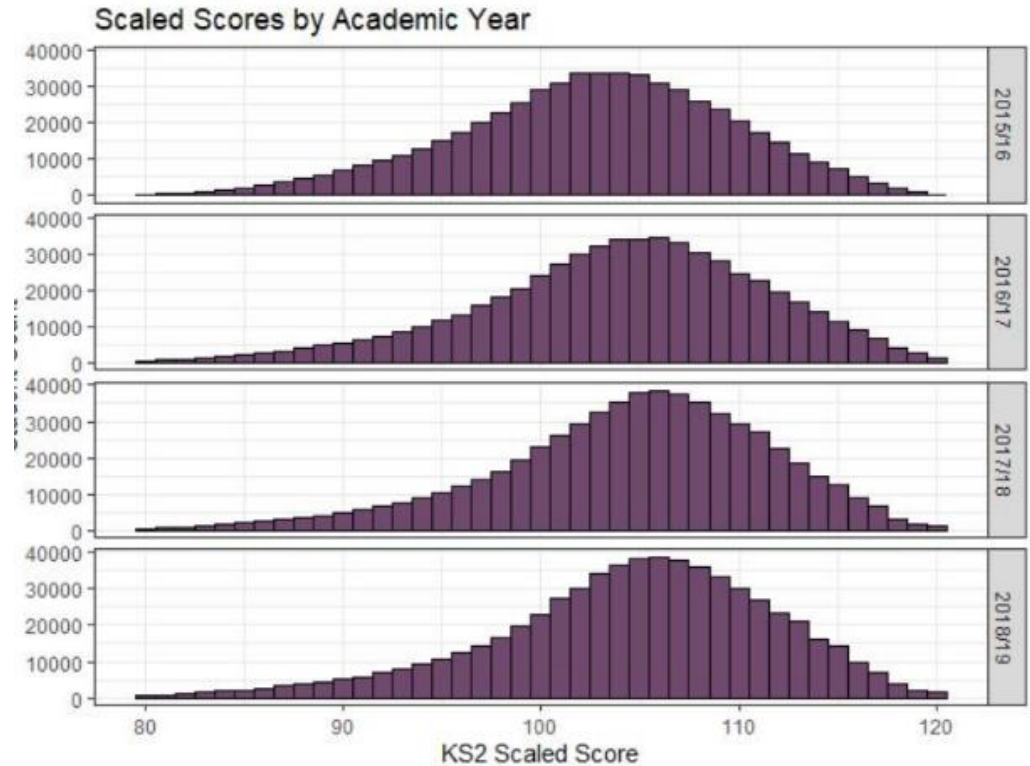
ALPs have provided analysis of the national distribution of Key Stage 2 scaled scores 2016-2019. By comparing the proportion of students to have traditionally achieved each Key Stage 2 sub-level (e.g, 4a, 4b, 4C) and those achieving scaled scores, we can see that a Key Stage 2 fine level 3.67 (3a) is equivalent to a scaled score of 93.

St Edward's Academy

Year 7 Catch-up Premium Report 2019/2020



PA Band	KS2 Fine Levels	KS2 Scaled Scores	MEG
1	5.67+	115+	9/8
2	5.33 -< 5.67	110-<115	7
3	5.00 -< 5.33	107-<110	6
4	4.67 -< 5.00	104-<107	5
5	4.33 -< 4.67	100-<104	5/4
6	4.00 -< 4.33	96-<100	4
7	3.67 -< 4.00	94-<96	3
8	3.33 -< 3.67	91-<94	3
9	3.00 -< 3.33	89-<91	3
10	0.00 -< 3.00	80-<89	2



Tables taken from ALPs scaled score analysis: <https://alps.education/news/aspirational-target-setting-for-students-with-ks2-scaled-scores/>

Expectation = equivalent of previous 4c attainment trajectory suggests that these students should achieve the pass threshold (4 at GCSE). The students were therefore identified using a combination of Key Stage 2 93 or below, GL data and staff concern.

St Edward's Academy

Year 7 Catch-up Premium Report 2019/2020



Impact of Catch-up Premium intervention

The following tables use data to ascertain the impact of school interventions funded by the Catch-up Premium.

Reading

Student	Age	Gender	Reg Group	Admission Date	SEN Status	Pupil Premium Indicator	Class	FSM	Ethnicity	EAL	% Attendance	ALPs Minimum Expected GCSE Grade	Reading KS2 Scaled Score	GL GCSE Indicator	Reading +/-
Student 1	12/11	M	Schindler	03/09/2019	E	Y	Nurture	Y	White and Black African		100	2	82	4	Above
Student 2	12/6	M	Tubman	03/09/2019			7a/En3 19/20	N	Other Black African	N	100	4	92	5	Above
Student 3	12/7	F	Gandhi	03/09/2019		Y	7a/En1 19/20	Y	Other Black African		100	3	93	4	Above
Student 4	12/10	M	Tubman	03/09/2019	E		Nurture	N	White - British	N	100	2	80	3	Above
Student 5	13/1	M	Tubman	03/09/2019			7a/En3 19/20	N	White - British		100	3	92	3	Expected
Student 6	12/2	F	Schindler	03/09/2019			7a/En4 19/20	N	Any other Black background		100	3	89	3	Expected
Student 7	12/5	F	Gandhi	03/09/2019	K		7a/En1 19/20	N	Other Black African		100	3	92	3	Expected
Student 8	12/7	M	Tubman	03/09/2019			7a/En3 19/20	N	Information Not Yet Obtained		95	3	89	3	Expected
Student 9	12/3	M	Tubman	03/09/2019	E	Y	Nurture	Y	White - British		92.5	2	90	1	Below
Student 10	12/9	M	Schindler	03/09/2019			7a/En4 19/20	N	Black - Ghanaian		97.5	2	90	1	Below

St Edward's Academy

Year 7 Catch-up Premium Report 2019/2020



Maths

Student	Age	Gender	Reg Group	Admission Date	SEN Status	Pupil Premium Indicator	Class	FSM	Ethnicity	EAL	% Attendance	ALPs Minimum Expected GCSE Grade	Maths Ks2 Scaled Score	GL Ma GL GCSE Indicator	Maths +/-
Student 4	12/10	M	Tubman	03/09/2019	E		Nurture	N	White - British	N	100	2	95	3	Above
Student 5	13/1	M	Tubman	03/09/2019			7a/En3 19/20	N	White - British		100	3	96	3	Expected
Student 11	13/0	M	Schindler	03/09/2019			7a/En4 19/20	N	White and Asian	N	100	4	98	4	Expected
Student 12	12/7	F	Teresa	03/09/2019			7a/En2 19/20	N	Any other Black background		80	3	99	3	Expected
Student 9	12/3	M	Tubman	03/09/2019	E	Y	Nurture	Y	White - British		92.5	2	85	1	Below
Student 10	12/9	M	Schindler	03/09/2019			7a/En4 19/20	N	Black - Ghanaian		97.5	2	86	1	Below
Student 13	12/8	M	Schindler	03/09/2019		Y	7a/En4 19/20	N	Information Not Yet Obtained		80	4	98	1	Below

Outcomes

- 23 students arrived at St Edward's with a scaled score of 99 or below in Reading (not considered Secondary ready).
- 17 students arrived at St Edward's with a scaled score of 99 or below in Maths (not considered Secondary ready).
- In many circumstances, students joined the school having not met national expectations in both English and Maths. This means that the number of 'unique' learners impacted is reduced.
- Two students left the school during the course of Year 7. Both were below in both Reading and Maths.
- Students 4 & 5 were below in both Reading and Maths have made expected or above progress.

St Edward's Academy

Year 7 Catch-up Premium Report 2019/2020



- Students with good attendance rates have been shown to make better progress than those with lower attendance.
- For reporting purposes, we have included students who completed all GL assessments in September 2019 and September 2020:
 - Ordinarily, GL assessments are completed early in September of Year 7. This forms the baseline.
 - GL assessment 2 was scheduled to be completed in June 2020 to measure attainment and progress during the course of the academic year.
 - The national school closure prevented us carrying out the calendarised assessment programme.
 - To mitigate against the impact on our assessment schedule of the national school closure, students sat their second GL assessment in September 2020. This was just within the timeframe to measure progress.
- Interventions continued remotely between March and July 2020. Stakeholders should note that this was very challenging, not least because these are our most vulnerable learners.
- Our focus during the national closure had to adapt to upskill learners on independent learning skills. This took a great deal of time, input and expertise.
- The catch-up premium was, therefore, used to impact more widely; specifically on improving the reading, comprehension and the inference skills of learners. This helped to improve their confidence, resilience and willingness to attempt more challenging tasks, even at home.
- Part of this intervention also involved support for improving IT skills in order that students could access platforms including SMHW and MS TEAMS.
- In spite of the difficulties and challenges brought about by the national school closure, it is pleasing to note that progress has been made towards ensuring students are able to access the secondary curriculum.
- Our aim is to now ensure follow-up with students who have not made the required progress. This work has continued since our return to school in September 2020 and will be ongoing during academic year 2020/2021. To note, the delivery of all interventions will be Covid-secure and will maintain the safety of students and staff as a priority.