

# Hinckley Academy and John Cleveland Sixth Form Centre



## Catch-Up Premium Summary Report

Sept 2020

### Catch-Up Premium Funding

Students who did not achieve the expected standard in English (reading) and/or their Maths at the end of Key Stage 2 are allocated additional funds in Year 7. This funding is known as the Year 7 Catch-Up Premium. The qualifying score at KS2 was any pupil who scored less than 100 marks in their Reading and/or Maths assessments.

The funding enables the school to deliver additional support for those students that need it, so that they can catch up with their peers.

The report below summarises how we spent last years funding. It also provides information on the outcomes of the spending.

### Summary Information 2019/20

Number of Year 7 pupils	143
Number of pupils eligible for catch up funding	
Total Funding	£12,085
Eligible Students	17 Reading 8 Maths 37 Both

## Interventions Provided 2019/20

Method	Intervention	Use of funding
Literacy		
Fresh Start	The KS2 results and Accelerated Reader STAR tests were used to identify students in need of intensive support as their reading ability and ages were significantly below their chronological age. These students were removed from English lessons in order to provide intensive catch up via Fresh Start. The cohort was split into 4 groups who received small group intervention delivered by a HLTA or SENCO.	Literacy Coordinator % contribution to salary. Fresh Start training. Fresh Start teacher packs. Fresh start resources and booklets.
Tuition	1 student with complex learning needs received additional literacy lessons and more intensive literacy support from the SEND department.	% contribution to staffing costs.
Accelerated Reader	All students use the programme Accelerated Reader, at the start of every lesson and English Library lessons. Students select and read books that are appropriate to their reading age and quiz on completion to check their level of understanding receiving instant feedback on their performance.	AR subscription costs. Books for library. Specific books purchased for students of low reading age.
Guided Reading	15 students took part in guided reading once a week during registration and read to volunteers from outside of school.	Subscription to LCLS.
Grouping in English	All students were set in A3 or B3 in order to allow for smaller class sizes with significant TA support thus allowing increased teacher and TA support per capita during allocated curriculum time.	QFT training and support for English colleagues delivering to bottom set.
Word of the week	Students in Year 7 focused on root words in order to improve ability to decode words and increase vocabulary.	Literacy Coordinator % contribution to salary.

Numeracy		
Passport Maths	Using the KS2 Maths scores and early assessments key students were identified for small group interventions delivered by a HLTA. We signed up to trial Passport Maths and delivery was over seen by the Numeracy Coordinator.	Subscription to Passport Maths and pupil Log In. % staffing costs. Passport Maths stamp.
Numeracy Ninjas	All students completed regular Numeracy Ninja practice as part of starters in Maths.	Printing of Ninja booklets.
Grouping in Maths	All students were set in A3 or B3 in order to allow for smaller class sizes with significant TA support thus allowing increased teacher and TA support per capita during allocated curriculum time.	QFT training and support for Maths colleagues delivering to bottom set.
Sixth Form Mentoring	A 'Level Maths students were used to mentor Year 7 students on a weekly basis. Students received one to one support which focused on a programme of intervention linked to their Year 7 Maths Curriculum and basic number.	Numeracy Coordinator % contribution to salary.
Numeracy Tutor Period	The academy Numeracy Coordinator organised activities for students to carry out during tutor time in order to enhance their number skills and problem solving.	Numeracy Coordinator % contribution to salary.

Due to CVOID and school closures the Year 7 data capture for Summer Term 2020 did not take place.