

Catch-up Premium 2019 -2020

The Government provide additional funding to schools towards Year 7 students who were assessed as working below age expected levels their statutory KS2 Maths and/or English assessments (SATs). 'Below age-expected' is determined by any standardised score below 100. This premium funding is allocated to support students, who are working below their age expected level, in order for them to "catch up" with their peers.

For 2019-20, school received £21,900.

This is the last year that designated 'Catch Up Premium' funds will be allocated to schools. This has been superseded with the 'Covid 19 Catch Up Premium' funding to schools, which has a wider remit:

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Maths

In 2019-20, **32** Year 7 students started Tadcaster Grammar School working below age-expected levels in Maths.

From September 2019 to March 2020, the funding for these students was used on **programmes and approaches proven** to be effective (Education Endowment Foundation Research):

- Fund **smaller class sizes** so these students could get more 1 to 1 attention in maths lessons.
- TA support from **specialist Maths TAs** in Maths lessons to add value, including allowing teachers to work with those who may need **additional teacher support**.
- Provide **individual or small group** 'catch-up' tutorial sessions on key areas of difficulty:
 - 'First Class at Number' (Students working significantly below age-expected): a 12 week proven intervention programme of 3 weekly 30 minute sessions delivered by specialist Maths TA
 - Maths Tuition: students working below age-expected level in Maths receive a 6-8 week bespoke tuition from a specialist Maths teacher twice a week in pairs. Individual reports highlight significant progression in targeted areas.

Overall Summary: Maths

All students are set aspirational targets against their starting points.

Of the **32** students who were assessed at the end of KS2 with a standardised score between 80 and 100, **75% made expected or greater than expected progress by March 2020. 38% made better than expected progress.**

Of the 3 students who were assessed at the end of KS2 with a standardised score of 80 and 87 or for those who were not entered for their KS2 SATs as they were working below the level of the test, **3 students (100%) made expected or greater than expected levels of progress.** 3 students have followed the first class at number programme and have made a ratio gain¹ of 2.4 (useful impact), improving their number age by 10 months in a 3 and a half month period.

Due to the Covid pandemic and the subsequent Lockdown, the opportunity to continue with tutorial classes was much diminished. School did continue to appoint the services of the Maths tutor who offered weekly remote interactive sessions for our most vulnerable students. Maths work was set by class teachers for all students through Google Classroom. Personalised impact reports written for the few individual students who gained this provision.

For those Year 7 (now Year 8 students) who missed out on receiving this Maths Catch Up entitlement, TGS are committed to ensuring they do so in the Autumn Term 2020. Tuition will be delivered to those students still to receive this support.

English: Reading

In 2019-20, **46** Year 7 students started Tadcaster Grammar School working below age expected levels in Reading.

The funding for these students was used on **programmes and approaches proven** to be effective (Education Endowment Foundation Research):

- **Peer Mentoring** - Year 12 students as trained Reading Leaders following ongoing training from the school's Learning Support Consultant and specialist teacher of Dyslexia and Literacy. The Year 12 Reading Leaders then followed an intensive and supportive **reading comprehension** programme to students with below average reading skills.

¹ * A ratio gain of 1.0 means that the child's skills are developing at a normal pace, **but they will not be catching up with their peers.** Brooks (2007) suggests that:

- Ratio gains of less than 1.4 are of 'doubtful educational significance',
- Between 1.4 and 2.0 of 'modest impact',
- Between 2.0 and 3.0 of 'useful impact',
- Between 3.0 and 4.0 of 'substantial impact' and
- Above 4.0 of 'remarkable impact'

- Provide **individual or small group school based tuition** and **phonics programmes** to improve their reading decoding and comprehension skills.
- TA support from **specialist English TAs** in English lessons to add value including allowing teachers to work with those who may need **additional teacher support**.
- A **small English nurture group** delivered by trained primary school and SEN teacher for those with significant learning needs, including communication needs.

Reading Leaders Programme

3 cohorts of students were planned for our Reading Leaders 2019-2020 intervention programme. This was to support students who had achieved a standardised score of 99 or less in their year 6 SATS reading assessment.

The second cohort of 13 students was unable to complete the programme due to lockdown. The final cohort (which was to be supported by suitable year 10 reading mentors) was unable to start due to lockdown.

For cohort 1, 12 Year 7 students with standardised reading score of 99 or below in their SATs began their Reading Leaders programme. We aimed to provide twenty 1:1 reading support sessions from a trained Reading Leader. All twelve Year 12 Reading Leaders who took part in the programme gained a Reading Leaders in-house accreditation as part of the programme.

Out of these 12 Year 7 students, 3 made a ratio gain of 'remarkable impact'; 1 student made a ratio gain quantified as 'useful impact', and 1 student of 'modest impact'; however, 7 students were unable to evidence any gain when standardised tests were reapplied. Having evaluated the programme the following observations were noted: a number of students were distracted and rushed their second assessment (potentially invalidating the results). In addition a number of these students had low attendance throughout the programme and did not benefit from the regular reading practice compared to peers.

In summary, barriers this year appear to have been poor attendance and the unsuccessful administration of the 'ACCESS' test (possibly an inappropriate environment and poor well being of testees on the day). Typically, any student not making progress on the first cohort, will receive provision in term 2 and so on. This was started but not completed due to all schools going into Lockdown in March 2020.

The programme has proven to be very successful in the past so it is hoped that by problem-solving the barriers - such as changing from a group assessment method

(Access Reading) to a 1:1 assessment method (TOWRE 2), future assessments will be achieved in a 1:1 setting, in a quieter environment using the TOWRE 2 assessment as a measure of reading efficiency², this programme can once again have the impact it has in the past.

The Reading Leaders programme will not run in 2020 as TGS does not wish to mix year bubbles. Instead, TOWRE assessments will be carried out for both Year 7 and Year 8 students recognised as having lower than age expected reading levels and the use of TAs to offer a similar programme.

Wave 3 Interventions

Two students who required a phonologically based reading programme, and who have specific learning differences with reading follow an individualised programme with a specialist literacy teacher.

Accelerated Reader

[Accelerated Reader and STAR Assessments for the academic year September 2019](#)

With 20% of students in the cohort having below age expected reading levels, the school embarked on the Accelerated Reading Programme for nearly the whole year group.

Library loans increased to 1598 for the year group up to March 2020.

STAR Assessments

In June/July 2020 the students were asked to complete a final STAR assessment whilst working from home. 66% of the students took the assessment. With this in mind, it can be noted:

- a handful of students finished the assessment in an incredibly quick time and their results show a lack of interest,
- others, most notably boys, took much longer to complete the assessment than they have in the past, and their results show an increase in NRSS/RA, suggesting that they were more at ease with completing the assessment rather than racing their fellow class mates to finish.

² As cited in the Examiner's manual "Berninger (2006) recommended use of the TOWRE as a measure of progress in word-level reading fluency and phonemic decoding efficiency... it can be used as a screening or diagnostic instrument at the beginning of the year....and to assess progress progress during the year'. The tests are easy to administer with clear instructions, and take only a few minutes, enabling the students to maintain greater concentration.

- Only 44% of the Pupil Premium students took the assessment in July, despite all efforts to support them to do so.
- Agreement was made with the SENCO that certain SEN students should not be requested to take the assessment. 55% of SEN Students took the assessment in July.

Group (July assessments)	NRSS average	RA average
Pupil Premium students	99	11:00
NonPP students	109	12:07
SEN students	108	12:07
Girls	109	12:07
Boys	107	12:03

Follow up assessments to be taken on return to school in September 2020 as part of the 'Lockdown Recovery' strategic plan.