

## Review of Catch Up premium spending – Trinity Academy Cathedral 2019-20

### What is Catch-Up Premium?

The literacy and numeracy catch-up premium gives schools 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. Pupils are eligible for Catch-Up Premium Funding if they have a scaled score of 100 or lower in maths or reading.

In 2019 to 2020 schools received the same overall amount of Year 7 catch-up premium funding they received in 2015 to 2018, adjusted to reflect the percentage change in the size of their Year 7 cohort, based on the October 2019 census. Trinity Academy Cathedral received **£21, 368 for the 2019-2020 academic year**. For the previous academic year, 2018-2019 the allocation was £21,058.

### How were Catch-Up Premium students identified?

Students in year 7 begin at Trinity Academy Cathedral with a KS2 scaled score, representing how they have performed in Maths, English reading and English grammar, punctuation and spelling at the end of year 6. For 2019-20 (as for 2018-19), students with a KS2 scaled score of less than 100 in both Maths and Reading were base line tested upon arrival and received additional literacy and numeracy intervention so that they perform in line with their Cathedral and national peers.

190 students (out of the cohort of 207) were tested. 55 (29%) students achieved a score of less than 100 for reading and 48 (25%) for Maths.

### 2020-2021 and going forwards

**The payment made in March 2020 was the final payment** made to schools and academies under the Year 7 catch-up premium funding. Schools no longer have access to this funding. Therefore, at Trinity Academy Cathedral these strategies are now incorporated into the PP strategy and COVID catch-up premium.

Year 7 Bungee Writing Intervention (Oct – Dec)	Baseline to Assessment One (Literacy skills)
SEND	39% increase
Non SEND	14% increase
Year 7 Nurture (Phonics) Intervention (Oct – Dec)	
Accuracy: SEND	24% increase
Accuracy: Non SEND	18% increase
Comprehension: SEND	25% increase
Comprehension: Non SEND	72% increase
Total Words: SEND	0%
Total Words: Non SEND	36% increase
Base Level: SEND	53% increase
Base Level: Non SEND	2% increase

Year 7 Reading Dog Intervention (Oct – Dec)	
Reading Age: Overall	11 months average increase
Reading Age: SEND	20 months average increase
Reading Age: EAL	4 months average increase

Year 7 One to One Reading Intervention (8 weeks)	
Reading Age: Overall	5 months average increase
Reading Age: SEND	6 months average increase
Reading Age: EAL	12 months average increase

In the academic year 2019/20 £21,368 was spent on the following:

- Learning mentor support contribution to salary
- HLTA contribution to salary
- SLO and AL contributions to salary
- Bungee Intervention programme
- Platinum Reading Intervention programme
- Lexia Programme
- Reading Dog support programme

Further analysis during the 2019-20 academic year was not possible because of Lockdown.

## Details of School Strategies during 2019-2020

### **Phase 1 Tiered Literacy Support Packages**

A tiered literacy support package in place at Phase 1 to support those students with the greatest needs.

**Stage 1 – Nurture Pathway students** involved in the Nurture pathway in both Year 7 and 8. A combination of KS2 data, CATs scores and reading ages are used to identify this cohort. This cohort also includes students who have been identified as vulnerable in conjunction with our partner primary schools. Students received 5 hours per week of Nurture Support and work on the specific skills that are preventing them from making progress on this English Mastery Pathway. The purpose of this package is not only to improve literacy skills but also to provide students with a learning environment that will develop their confidence, resilience and emotional development.

**Stage 2 – Platinum Reading** is an intervention programme designed to improve students' reading and comprehension skills. The programme targets four key areas, phonological awareness; phonics; vocabulary; and fluency and comprehension. Targeted students take part in the programme each term for 1 hour a day every morning. Students work through the programme by completing units specific to the four key areas. The programme combines listening, reading and judgement activities. Teachers monitor this progress and give guidance as necessary. Students automatically move through the programme at their own pace, building up and reinforcing their reading skills, repeating units as many times as required in order to master the skill.

**Stage 3 – Bungee (Literacy and Numeracy)** The Bungee learning model is designed to build students' confidence, and ensures that they consistently experience a series of 'small wins' in every lesson. Each Bungee lesson follows the same format:

- Equip – group work
- Step – paired work
- Leap – independent work
- The View – responding to feedback
- Bungee – independent written work
- Race to the Top – independent revision

From a literacy perspective the main priority is to ensure that students understand how to construct sentences, and use capital letters and full stops accurately. It is only when the students feel secure with these aspects of their writing that other skills will become a focus. The aim is for all students to use capital letters and full stops correctly and consistently in at least 75% of an extended written piece, although many students will undoubtedly exceed this expectation. In numeracy, the priority is to ensure that students have a deep understanding of basic number topics. The aim is to equip them with the skills they need to access the secondary curriculum confidently.

### **Platinum Reading Programme**

Students who have a below chronological reading age upon transition to the academy have been identified and take part in a 1:1 reading programme. Students read for 30 minutes per day to member of staff and focus on a range of reading skills. Their progress is monitored and measured by using the STAR Reading test. As students' reading ages improve and come in line with their chronological reading age, new students are identified and access the programme.