

Year 7 Catch Up Premium

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who achieved below 100 marks in their end of key stage 2 (KS2) SATs. Schools receive £500 for each pupil in year 7 who did not achieve above 100 in both reading and numeracy.

All schools have to report on how this money was spent, as well as the impact of the premium to those pupils who are eligible

Thomas Gainsborough School received an additional £30,058 for the academic year 2019-20.

Expenditure:

The curriculum has been restructured to enable those pupils who secured a below average score to have additional literacy intervention.

Students in this group now access 100 minutes of English teaching in small groups with an English teacher and specialist learning assistants. This additional time is instead of a Modern Foreign Language lesson.

This small group work allows intensive and extended support to meet the needs of these students, ensuring that their core skills (which underpin the rest of the curriculum) are developed.

In addition the school has purchased a licence for LASS testing: which is a computerised, multifunctional assessment. The programme employs the unique 'adaptive algorithm' developed by Lucid that ensures assessments are as brief as practicable without losing their accuracy.

The test modules have been carefully designed and scientifically validated for pupils in the age range 11 - 15 years.

LASS 11-15 assesses:

- Visual Memory
- Auditory-verbal memory
- Phonic reading skills
- Phonological processing ability
- Single word reading
- Sentence Reading
- Spelling

- Reasoning

LASS 11-15 is very easy to administer. Students require only minimum supervision while doing tests. LASS enables teachers to identify students with dyslexia (specific learning difficulty) but it has many other important functions as well, including:

- Assessing attainments in reading and spelling
- Measuring discrepancies between actual and expected literacy attainment
- Identifying underlying problems in memory or phonological skills
- Monitoring development in reading and spelling on a regular basis
- Evaluating progress in memory, phonological and phonic skills
- Estimating the student's intelligence
- Providing support evidence when applying for special arrangements in examinations
- Reasoning.

LASS 11-15 standardised norms cover the full ability range from below average to above average pupils. Any difficulties of a dyslexic nature or caused by underlying cognitive problems in phonology and/or memory can swiftly be identified. Assessment can be carried out on a regular basis to monitor progress. This information can be used in formulating Individual Education Plans (IEPs) and is valuable when considering whether or not to request a formal assessment by an educational psychologist.

The Catch Up funding also supports our Access provision. The Access class provides a primary based curriculum for a small group of students who need intensive intervention to support their social and emotional skills and / or their literacy and numeracy skills.

Outcomes for 2019 – 20: were affected by the covid pandemic and the school lockdown_

Year 7

- 47 students benefitted from intervention.
- 30 students increased their standardised reading scores by March
- 14 students increased their standardised spelling scores by March
- 3 students decreased their standardised reading scores - we believe this was due to attendance and medical issues.

- 8 students decreased their standardised spelling scores - we believe this was due to attendance and medical issues.

Year 8

- 45 students benefitted from intervention.
- 30 students increased their standardised scores in reading and 31 in spelling by March

Funding for 2019 – 20

The funding has been withdrawn by the government to all schools for this academic year.