**Year 7 Catch Up Funding 2020-21**

The Literacy and Numeracy Catch Up premium was used in 2019-20 to target our Year 7 students who, at Key Stage Two, did not achieve a scaled score of 100 in English and/or Maths. The intention is to support them to meet this level, or its equivalent, by the end of Year 7.

In 2019-20, we were allocated £9,102 to support the students who were yet to achieve this scaled score. There were 3 students in the year group who did not have KS2 results, or a similar assessment outcome, for Reading. Two of these students formed part our SPaLD intake, plus one other, and are included in the Non-Secondary ready headlines below. Furthermore, there were two students in the year group who did not have KS2 results, or a similar assessment outcome, for Maths. These two students formed part of our SPaLD intake, and are also included in the Non-Secondary ready headlines below.

**Non-Secondary ready :**

English: 30 students had not met a scaled score of 100 in KS2 Reading.

Maths: 19 students had not met a scaled score of 100 in KS2 Maths.

The Year 7 Catch Up Premium has been used to support the provision of an additional set in English, Humanities subjects, Maths and Science. This allows those students to have smaller classes in those subjects and receive extra necessary support. In addition, we have started mentoring schemes in both English and Maths, where KS2 and 3 resources are used with these students. Further to this, we have also invested in LUCID testing, which has enabled us to hone down exactly where students’ literacy challenges remain, in turn leading to the most effective interventions. This LUCID data has enabled our Literacy Support to be even more student-focused.

**Impact of Year 7 Catch Up Premium in 2019-20**

Of the 19 students who had not reached the expected level in Maths, just over a third of students had made the expected level of progress in line with their flight-path, or a flight-path which would allow them to access the secondary curriculum. The whole group had shown good progress within their Transition modules (hosted on My Maths, selected modules designed to enable students to make the transition from the Primary to Secondary Maths curriculum). Where further progress is sought, we shall select those students for further intervention in Year 8. Of the 30 students who were identified as not being secondary ready in English, just over half of these students had made the expected level of progress in line with their flight-path. Where students with a low flightpath struggled to meet this expected level, most were engaging with our structured literacy strategy intervention (which have shown to make some significant age-related progress in literacy (LUCID measures)).  We will continue to work with these students, since this programme was interrupted by lockdown. Again, the SPaLD provision will continue to support an accessible English curriculum for these students, particularly following the consequences on our ability to offer our normal programme during the lockdown period**.**

***Year 8 cohort – 2020-21***

The current data states that all but one student to have arrived at Hayes with a scaled score that was below 100 in their Reading assessment, is now working at a flightpath that is in line with their expected level of achievement. The one remaining student is achieveing a GCSE flightpath.

In addition, our current data also states that 9 students to have arrived at Hayes with a scaled score that was below 100 in their Maths assessment, are now working at a flightpath that is in line with their expected level of achievement. The remaining students are accessing a GCSE, or Entry level GCSE flightpath.

**The Catch up Fund for 2020-21**

The Year 7 Catch up fund has now been discontinued as a separate allocation of funding.