



Catch Up Premium
2019-20

Year 7 literacy and numeracy catch-up premium

The Year 7 literacy and numeracy catch-up premium is additional funding that the Government gives to schools because it believes it is an effective way to enable schools to address the additional needs of those students who did not achieve at the expected standard in reading and/or maths at the end of KS2 (i.e. did not achieve a scaled score of 100 or more).

The use of the Year 7 literacy and numeracy catch-up premium is the responsibility of the Academy. However, it is assumed that the funding will be used to support increased rates of progress for the students targeted enabling each to achieve his/her full potential. We aim to support every student who begins Year 7 with additional needs in literacy and/or numeracy, so that they can access the same curriculum as their peers and achieve progress grades set for them using national data.

Year 7 literacy and numeracy catch-up premium funding

The Year 7 literacy and numeracy catch-up premium provides schools with an additional £500 for each Year 7 student who did not achieve age related expectations (i.e. did not achieve a scaled score of 100 or more) in reading and/or maths at the end of Key Stage 2.

The number of Year 7 students at Thornaby Academy targeted through the Year 7 literacy and numeracy catch-up premium are based on the numbers from the previous academic year. This report provides information on the use of the expenditure to maximise progress.

Year 7 catch-up support

We aim to support every student who begins Year 7 with additional needs in either literacy or numeracy, so that they can access the same curriculum as their peers and achieve the benchmarks set for them against national data.

In September 2019, 21 students were identified as not achieving the age-related expectation of a standardised score of 100 in both Reading and Maths at Key Stage 2 SATs. 28 students were not secondary ready in Reading and 31 students were not secondary ready in Maths.

Those who achieved a scaled score of below 100 in Reading and Maths received intervention within English and Maths lessons. During tutor time, a reading and numeracy strategy was introduced to provide additional intervention. Accelerated Reader and Lexia, both recognised nationally as effective reading intervention programmes were also introduced, but owing to Lockdown, there was limited opportunity for these interventions to have the desired impact. Hegarty Maths and Maths Ninja were also implemented to boost progress in Maths.

Those students with the lowest scaled scores at KS2 were grouped in a nurture provision, staffed by a specialist for core and humanities subjects and Learning Support Assistants to provide intensive intervention.

Across the curriculum, the Reciprocal Reading Strategy was introduced and embedded across all subjects. All teachers regardless of their subject have been using the strategy to target and improve reading skills for students in their own subject areas.

Of the students eligible for English catch-up, 70% made significant progress based on English assessments and, based on Maths assessments, 70% of the Maths catch-up cohort improved.

Actual Catch-Up Spending 2019-20	
Specialist Nurture teacher	£21,582
Learning Support Assistant intervention including small group and 1:1	£2408
Reciprocal Reading training for staff	Funded through Fischer Family Trust
Reciprocal Reading resources for the library	Funded through One Vision
Numeracy Ninja resources	£252
Hegarty Maths	Funded through the Pupil Premium
Reading resources for book boxes in tutor time	£2000
Accelerated Reader	Funded through One Vision
Lexia	Funded through One Vision
Catch-Up Funding	£8505
Total Actual Spend	£26,242

Covid Catch-Up Premium 2020-21

For 2020-21, the Y7 Catch-Up Premium has been replaced by the Covid Catch-Up Premium. The intention is to continue with the reading and numeracy interventions across the Academy. In addition, small group and 1:1 support will be targeted to address learning gaps arising as a result of the pandemic. There is also significant investment in ICT facilities to ensure that learning can continue virtually and no student will lose learning opportunities whilst shielding or self-isolating.