



**Ormiston
Sheffield**
Community Academy

Y7 Catch-Up Policy

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1. Introduction

What is the Catch-Up Premium?

- 1.1 In 2013 the Deputy Prime Minister made a commitment to provide additional funding to schools for each Year 7 pupil who did not achieve expected levels in reading and/or maths at Key Stage 2. This premium is to be continued into the academic year, 2016 to 2017.
- 1.2 Schools will receive an additional premium of £500 for each Year 7 pupil who has not achieved at least level 4 in reading and/or maths (maximum £500 per pupil) at Key Stage 2. The premium will be available to all state-funded schools with a Year 7 cohort, including PRUs and special schools.
- 1.3 The money is to be used by schools to deliver additional tuition or intensive support in small groups, giving pupils valuable support to bring them up to speed so that they are more likely to succeed at secondary school. The funding will not be ring-fenced for catch-up activities but we expect that this funding is used for additional literacy and numeracy catch-up during Year 7 given that this can make a critical difference to pupils at this important stage.
- 1.4 We recognise that a significant proportion of eligible pupils already attract additional funding through the Pupil Premium and/or as a result of their special educational needs (SEN) status, with the aim of helping to put these pupils more on a par with others. We consider that pupils from these groups as much as any other should benefit from this additional literacy and numeracy support.

2. Aims of the Academy

- 2.1 It is our aim to provide all students with the support and opportunities they need to allow them to make progress, academically and socially, and to achieve their full potential. For many of our students, they lack the functional skills in literacy and numeracy to allow them to work independently and to fully access lessons across the curriculum. It is therefore essential that the Academy provides targeted support to these students to allow them to develop their skills, confidence and self-esteem.
- 2.2 Through a variety of intervention strategies, an effective curriculum, high quality teaching and strong pastoral support, we aim to raise the achievement of our less able students. With close monitoring of performance and progress, effective communication between staff, students and parents, we aim to raise the functional levels of all students in years 7 and 8 to a level that allows them to successfully access all areas of the curriculum. It is our aim, that these students make accelerated progress, through a modified curriculum, to enable them to the expected levels in English and maths, as quickly as possible.

3. Identification of Students

- 3.1 At Ormiston Sheffield Community Academy we use data provided on entry from primary schools, using Teacher Assessment data and SATs scores to identify students working below expected levels in English and/or Mathematics. During transition visits in the summer term, the year 7 Progress Coordinator visits all feeder schools and gathers personalised information on all students, gathering information on the specific needs of less able students to inform the planning of an effective curriculum, lessons and intervention strategies.



- 3.2 In addition, upon arrival at the academy, students undergo separate baseline tests in English and maths, and reading age testing to create a more detailed understanding of the needs of individual students.
- 3.3 Student progress will be monitored on a regular basis by the Narrowing the Gap Leader with responsibility for overseeing the Catch-Up Premium and SEND Coordinator. Data will be used to identify the specific needs of students and provide personalised intervention and support. In addition, there is an expectation that Curriculum Leaders will monitor the progress of all students and ensure that staff in their subject areas are tracking the progress of student and providing departmentally based support for students who are working below expected levels.

4. Intervention Strategies

- 4.1 The Academy will employ a range of intervention strategies to support the development of functional skills in literacy and numeracy. These may include:
- Quality First Teaching
 - A dedicated Nurture Teacher working with a small Nurture group a personalised and supported curriculum in English, maths and humanities
 - Differentiated Curriculum with differentiated schemes of learning and assessment in English and Maths
 - Delivery of Ruth Miskin programme to Nurture Group and sets 4-5 running alongside the English Curriculum
 - Weekly arithmetic lesson to address student's low arithmetic levels
 - Additional homework-linked to KS 2 objectives based around KS 2 curriculum as student are unable to access KKS 3 curriculum currently
 - A dedicated LSA providing additional support for the Nurture group set A5 and S5 in lessons
 - SNAP (Special Needs Assessment Profile) of Nurture group where targets are set, strategies are put in place and students work towards a success criterion
 - Nurture group students' parents invited into lessons
 - Nurture group and 7S5 starting with 10 minutes reading, questioning and times table chanting
 - Guided Reading coaching during form time with 6th Form students and City Year
 - Literacy and Numeracy form time activities
 - Use of Literacy Planet
 - Additional support lessons in literacy and numeracy
 - Additional literacy and numeracy lessons for set 5 students replacing MFL lessons
 - Small group intervention including 1:1 reading
 - Tutor time support, including the use of WordShark and NumberShark
 - Use of Springboard maths
 - Use of Accelerated Reader and Digital Library
 - Enrichment projects including, competitions (BBC writing competition, banned books week and Readathon)
 - Breakfast clubs and lunchtime activities
 - Individual mentoring to support improvements to behaviour for learning
 - Parent/student workshops.



5. The Wider Curriculum

- 5.1 The curriculum at KS3 is expected to be well-planned, varied and provide stretch and challenge for all students. Learning objectives, expected outcomes, assessment opportunities and home learning tasks are explicitly planned for, as are opportunities for the delivery of literacy and numeracy skills. It is therefore the responsibility of all staff to ensure that the needs of less able students are catered for across the whole curriculum and that in class support, available data and effective differentiation are utilized to provide the best learning environment for students.
- 5.2 For students on the SEND register an Independent Learning Profile will be in place to set specific targets and areas for support that will aid teachers in the effective planning of their lessons. These plans will be regularly updated by the SEND department, in consultation with staff parents to ensure that support is focused and personalised to the needs of every individual.

6. Use of Catch-Up Funding

- 6.1 The academy will maintain a detailed record of the spending records of Catch-Up Premium funding, including the cost of specific initiatives and interventions, the number of students involved and the impact on students' progress. This record will be published on the academy website and updated, as appropriate. These records will be maintained by the Academy Lead for Narrowing the Gap.

7. Monitoring and Review

- 7.1 Monitoring of progress will take place on a termly basis, using Progress Review Data provided by staff from all subject areas. This will inform the identification of students requiring support and provide a focus for discussions in line management meetings between Curriculum Leaders and SLT. Where appropriate, departmental interventions will take place to address specific underachievement in each department.
- 7.2 In addition to this, the academy will maintain records of progress of students receiving extra-curricular intervention. This will take the form of assessments in literacy and numeracy as well as termly reading tests to determine the progress in reading ages. This information will inform additional interventions for functional literacy and numeracy.
- 7.3 On-going assessment will support the tracking of students in all curriculum areas. Both formal and informal assessments will provide staff with regular feedback on students' progress and understanding and allow for planning of lessons to reflect the needs of students. The Academy marking policy ensures effective feedback to students on their strengths and areas to improve and staff will provide students with clear and specific curricular targets to support their development.
- 7.4 Regular work scrutiny carried out by SLT and Curriculum Leaders, alongside departmental moderation of work will ensure the consistency of standards across the curriculum and help to identify areas where training, support and interventions for staff and students is appropriate.