



BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

YEAR 7 CATCH UP PREMIUM 2019/20

Date of approval	September 2020
Date of next review	n/a
Term of review	
Committee Responsible	C&P
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Signed by Chair of Committee	

Changes Made	Date

Year 7 Catch-up Funding Report for 2019/20

Objectives of year 7 Catch Up Premium

- To support year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2.
- To diminish the difference by providing literacy and numeracy support and raise the attainment of those girls entitled to catch-up premium
- To raise the self-esteem of learners entitled to the catch-up premium
- To enhance existing provision
- To facilitate group learning in literacy with a specialist teacher
- To identify concerns and target intervention in order to accelerate progress
- To ensure that parents are consulted where appropriate

Amount of year 7 Catch-up funding received

Total year 7 Catch-up funding grant for 2019/20 was £8,534

Summary of Year 7 Catch Up Funding Spend

- Additional TA deployed to provide targeted in-class support
- Pastoral support from year team escalating to referrals to learning mentor / school counsellor where necessary.
- Social skills groups
- Software remediation packages are used e.g. IDL Literacy and IDL Numeracy. Learners are reassessed on a regular basis to monitor progress.
- 1-1 additional literacy and numeracy support – where needed
- Remedial Maths group set up to support those learners to diminish the difference if they are unable to cope in a mainstream setting.
- Multisensory literacy support scheme (Conquering Literacy) carried out for

struggling learners.

- Handwriting programme

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<ul style="list-style-type: none"> • Additional TA deployed to provide targeted in-class support • Pastoral support from year team escalating to referrals to learning mentor / school counsellor where necessary. • Social skills groups • Software remediation packages are used e.g. IDL Literacy and IDL Numeracy. Learners are reassessed on a regular basis to monitor progress. • 1-1 additional literacy and numeracy support – where needed • Remedial Maths group set up to support those learners to diminish the difference if they are unable to cope in a mainstream setting. • Multisensory literacy supports scheme (Conquering Literacy) carried out for struggling learners. • Handwriting programme 			
Record of Year 7 Catch Up Funding Spend			
Additional resource	Approximate Cost	Objective	Outcome
In class support	£3,000	Targeted TA support in class to raise attainment levels of less able learners.	Working towards an EHCP for one learner who shows particular areas of weakness across the board.
Social skills groups	£1,800	To assist learners with their social awareness and development	Progress monitored by speech and language therapist.
IDL Numeracy	£200 (annual renewal fee)	To provide learners with a bespoke Maths software package that is adapted to suit their needs.	Compliance is very high and learners are very motivated to succeed. Progress data indicates that most learners have made significant progress.
IDL Literacy	£200 (annual renewal fee)	To provide learners with a bespoke Literacy software package that is adapted to suit their needs.	Progress data indicates that most learners have made significant progress with their reading.
		To diminish the difference in	According to previous data, 88% of learners are on or exceeding targets in all subjects. A referral has been made for one learner

1-1 or small group Literacy or Numeracy support	£3,000	Literacy or Numeracy using intervention packages that are not conducive to be carried out in the mainstream classroom.	requesting a statutory assessment. A referral has been made to Healthy Young Minds for another learner. Salford Learning support service have been involved with another learner who is in the process of receiving a diagnosis of dyscalculia.
Pastoral support	£2,000	Various objectives depending on each individual learner, including, raising self-esteem, self-awareness, regulating emotions, enhancing and supporting issues around friendships, etc.	Regular discussion and feedback from year team indicate that most young people that are engaging in the pastoral care have felt improvement in their overall emotional well-being. Regular meetings with mentoring team, parents and target pupils are held. Some learners no longer require the service.

Note re Covid 19 and progress data

Progress data is limited at this point due to Covid19 and having been in lockdown for the second half of the academic year.

It is also difficult to know what impact Covid may have had on progress and thus to assess the effectiveness of any interventions.