



# Year 7 Catch-Up Premium Review 2019-2020

This review details the following:

- details of how the school spent our allocation for 2019-2020
- how our use of that allocation made a difference to the attainment of the pupils who benefit from the funding

NB: As final payments of the Year 7 catch-up premium were made in relation to the 2019 to 2020 academic year, the 2020 to 2021 academic year will be the last year on which schools must report how this funding was used.

Objective 1: To raise achievement and outcomes for all students, especially disadvantaged pupils, those with SEND and more able pupils.					
Action point from SDP	Actions	Who	Success criteria / impact	Timeline	RAG
1a: To create a 'Hazel Wood' curriculum matching the curriculum to the needs, local context, building on clear aims and intent across year 7  1b: To create detailed assessments  1c: Develop a range of learning path ways that match the needs of pupils including SEND, catch up programmes for all abilities  1d: To develop pupil engagement and oral skills through the KS3 reading project	Analyse the year 6 data to ascertain a starting point for the Y7 cohort	RDA and the Year 7 team	Work is differentiated and pitched at the correct level – from planning and lesson observations	October 2019	Green
	Research effective and engaging curriculum maps	RDA	Create a blueprint for the Year 7 approach, which details long term plans, assessment criteria and enrichment activities	March 2020	Yellow
	Research effective assessment maps and link the skills and outcomes to the curriculum maps for English and Maths.	RDA SDO SAH		Ongoing until July 20	Yellow
	Develop an extra-curricular programme for year 7 to enhance the curriculum offer	RDA and the Y7 team	Each class to have had one enrichment visit or visitor and a range of choices for cross-curricular opportunities	Ongoing until July 2020	Green
	From the assessments data at DD2, set up weekly session 6's for any pupil underachieving in English and Maths	RDA and Yr7 team		January 2020	Green
	QA – Book look – Maths	RDA SAH and LMU	Monitor the impact of the children invited to the session 6's	March 2020	Green
	QA – Book look - English	RDA SDO and LNO	QA – to show that the new assessment grids for English and Maths are embedded within teaching.	April 2020	Green
	QA – Book look - Science	RDA TPA and JHO	QA – to ensure that the planned curriculum matches the NC and scheme of work for Y7.	April 2020	Green
	Inform parents of progress being made on a regular basis Year 7 information evening – 3/10/19 Year 7 progress eve - End of term reports- after each DD Topic finales – March/ June		QA – to monitor that progress evident in the books, lessons, data		Yellow
	Develop a provision map each term which details the wave, action and impact for any pupil on the SEN register or pupil not on track	RDA and Yr 7 team LMU/KPI	A detailed provision map for SEND pupils and pupils not on track, which details the intervention plan and impact that has been analysed and details next steps	Ongoing by July 2020	Yellow
<b>Reading project:</b> Launch the reading project to staff through staff training session – provide planning and copy of the book	RDA John Murray CRE	January 2020		Green	

	Provide all KS3 form tutors with a support session – team teaching, observation and feedback	RDA	Form tutors to complete a survey on the impact of the reading project to show an increase of teacher/pupils confidence, enjoyment and engagement.  Complete a full report for SLT/governors on the project and its impact with recommendations for its future.	March 2020	
	Book in a staff session to review the reading project and plan the next cycle together as a staff	RDA CRE		March 2020	
<b>Costs</b>					
<b>Review of impact of objective 1</b>					
<b>Objective</b>	<b>Impact</b>				
1a: To create a 'Hazel Wood' curriculum matching the curriculum to the needs, local context, building on clear aims and intent across year 7					
1b: To create detailed assessments					
1c: Develop a range of learning path ways that match the needs of pupils including SEND, catch up programmes for all abilities					
1d: To develop pupil engagement and oral skills through the KS3 reading project					
<b>Objective 2: Embed strong, consistent and effective behavioural systems which promote and demand a positive climate for learning</b>					
<b>Action point from SDP</b>	<b>Actions</b>	<b>Who</b>	<b>Success criteria / impact</b>	<b>Timeline</b>	<b>RAG</b>
2a: To analyse behaviour data to identify pupils and pupils groups with the	Discuss p points at the weekly meeting as part of the agenda to identify pupils with a high number of p points	NHU RDA	Analysis of behaviour systems carried out half termly shows:	Ongoing July 2020	

highest number of behaviour incidents	QA – observations/ learning walks to ensure all lessons have a strong start, pupils are on task, suitable challenged and that the behavior policy is being followed.  Planned pupil and parent voice activities carried out on attitudes to learning/behaviour	RDA NHU	<ol style="list-style-type: none"> <li>1. A reduction in the number of pp points issued.</li> <li>2. Increase in the number of 1s awarded and texts/phone calls home.</li> </ol> The use of the behaviour policy is evidenced from learning walls/observations	Termly	
<b>Costs</b>					
<b>Review of impact of objective 2</b>					
<b>Objective</b>	<b>Impact</b>				
2a: To analyse behaviour data to identify pupils and pupils groups with the highest number of behaviour incidents					

**The actions in this plan were cut short due to the COVID-19 pandemic and the national lockdown in March 2020. The actions were replaced by a strong programme of support for all Y7 pupils from March 2020-September 2020.**