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Y7 Catch-up Premium Report 2020-21

Funding for year 7 literacy and numeracy catch-up was not provided this year however at SRPA we continued to provide the same level of support through our Curriculum Recovery and existing interventions.

This academic year, 44 (17%) SRPA pupils in year 7 were identified as meeting this criteria and therefore eligible to receive additional support for literacy and numeracy catch-up.

These pupils were identified through the following measures:

- ✓ A standardised scaled score of below 85 in reading
- ✓ A standardised scaled of below 85 in mathematics

Progress

- ✓ 26 pupils (60%) made accelerated progress, improving their Standardised scores to be more in line with age expectations

English

Pupils were supported as follows:

- ✓ Reduced timetable to allow for more targeted Literacy teaching
- ✓ Additional catch-up lessons taught by the Literacy teaching staff
- ✓ Additional involvement and access to our intervention programmes of study
- ✓ Weekly additional reading intervention through our Lexia programme. Lexia is designed to target key areas of development and aims to improve reading ages.
- ✓ Spellzone programme was used as an online tool to support pupils spelling confidence in and out of school
- ✓ Spellzone programme continued to ensure those pupils had support in improving their spelling age, which is a programme used within school and at home by the pupils.
- ✓ All KS3 students are enrolled with Bedrock Vocabulary. Launched in a library lesson with the first session undertaken in school to help understanding, students are completing targeted online vocabulary lessons (based on their ability) as part of their homework within English.
- ✓ Accelerated reader programme was offered to all year 7 pupils, including those identified through the catch-up premium.
- ✓ Additional targeted support from the Specialised Learning Centre
- ✓ Rise and read programme continues to flourish in our library whereby pupils access our additional reading programme every morning within the academy – this was COVID dependent.

- ✓ To broaden our offer, we have an online library platform to allow students to borrow books digitally as well as physically from the library. Since launching in December 2020, we have had 86 active borrowers with 159 titles borrowed. It has been targeted at KS3 but KS4/5 can access too.
- ✓ Additional targeted support from the Specialised Learning Centre continues.
- ✓ Reading homework through differentiated extracts on Bedrock is set for all of KS3 focusing on texts geared towards supporting pupils sequencing of learning through the key stages of their curriculum journey.
- ✓ Literacy starter activities through our R2L form time

Maths

Pupils were supported as follows:

- ✓ Reduced timetable to allow for more targeted Mathematics teaching
- ✓ Additional catch-up lessons taught by the Mathematics teaching staff
- ✓ Mathematics catch-up sessions led by the mathematics specialist learning support assistant.
- ✓ Mathematics catch-up programme offered to pupils called Maths Symphony. Maths core skills are assessed for each student and target areas are identified and developed through weekly intervention sessions.
- ✓ Classroom intervention informed by continual assessment and tracking. Pupils use dedicated improvement time and Maths Watch resource to work on identified improvement areas and then reassess using designated questions and improvement template
- ✓ Mathematics starter activities through our R2L form time

Science

- ✓ Use of Educake for homework activities, allowing assessment of key areas of science and subsequent individual intervention for students and class groups. Educake also provides immediate feedback to students and allows them to target key areas, further developing their subject knowledge
- ✓ Educake scores improved from an average of 22% in term 1, to 60% in term 6
- ✓ Review of the curriculum to ensure retention practice is embedded throughout
- ✓ Targeted support from the SLC for English and mathematics skills supported the implementation of those in a scientific concept
- ✓ Homework tasks for KS3 focus on the retention and application of key concepts
- ✓ Classroom intervention informed by monitoring of homework and assessment data

Outcomes

The academy uses GL assessment to measure and monitor progress through each academic year. All of year 7 reading ages and maths ages were measured in September 2020, with data point 2 collection in May 2021. Due to Covid it was not possible to perform the 3rd tracking point for testing.

The outcomes were as follows:

- ✓ NGRT SAS scores demonstrated an improvement score of an average of 11 points for those pupils making progress and 7 points of progress for SEN pupils
- ✓ NGRT reading age showed that those pupils making progress had an average of 26 months increase for their reading age
- ✓ Accelerated reader programme demonstrated a 6 month increase in reading age across the year group, who were identified as meeting criteria for accelerated reader intervention
- ✓ NGST SAS scores demonstrate an average increase of 7 points for those pupils making progress

- ✓ NGST spelling age has demonstrated that pupils making progress improved their spelling age on average by 15 months

Reading – CUP only

- ✓ Spelling The average NGRT reading age for the year group was 3.5 months over the 2 data assessment points.
- ✓ The Zone of proximal development improved its range by 1.75 levels.
- ✓ The Percentile Rank improved by +0.25 in total.
- ✓ Pupils improved their scaled score by +36 progress through the Accelerated Reader programme.
- ✓ Last year, Y7 students who used Bedrock vocabulary, made an average improvement of 18% over the year and Y8 students who used Bedrock vocabulary, made an average improvement of 14%. Individually, the highest rate of improvement for one Y7, was 60% and for one year 8, was 28%.
- ✓ All Y-side KS3 classes are taking part in Accelerated Reader to target improving their reading ability with 11 out of 12 classes making progress last year in both reading age and book level. Students in the lowest English groups (7Y3 and 7Y4) followed Accelerated Reader weekly rather than fortnightly.

Mathematics

- ✓ Mathematics reported that 90% of pupils had made progress through their Attitude to Learning and expectations, following the end of year judgements by classroom teachers.
- ✓ Students completed check in tests and tests at the end of the unit of study. Students on average reported a 45% improvement.