



Catch up premium review of 2019/20

Catch Up premium allocated in the year 2019/20 was utilised by Denefield School to appropriately target students for additional intervention if they entered the school in Year 7 (September 2019) below the expected baseline score of 100 in English and/or mathematics. The English and Mathematics departments closely monitor student performance and link with the Assistant Head - Inclusion to ensure provision is appropriate to each student’s individual need. Interventions for this group are highlighted below.

Funding allocated for academic year 2019/20 – £9 595
 Intake 202 Students

Mathematics baseline	46 students entered Year 7 in 2019 below the 100 threshold at the end of KS2 (incl. 6 below 90) (as per intake data from KS2 SAT’s)
Mathematics Intervention	<ul style="list-style-type: none"> • Small group withdrawal for three students in the Edison Centre (this number may increase slightly as we assess suitability for MFL and need for additional literacy and numeracy support) • Resetting after assessment • Teaching Assistant support in class where required • Provision of differentiated materials. • Targeted catch-up work on MyMaths or Numbershark for individuals • Quality First teaching. • GL Standardised testing.
Start of Year 8 Progress Report	<p>Due to Covid Lockdown, standardised assessments were not carried out at the end of Year 7 or start of Year 8, so data is from teacher’s internal assessment.</p> <ul style="list-style-type: none"> • 9/46 (20%) have made more than expected progress • 25/46 (54%) have made expected progress • 12/46 (26%) have made less than expected progress



English baseline	41 students entered Year 7 in 2019 below the 100 threshold at the end of KS2 (incl. 9 below 90) (as per intake data from KS2 SAT's)
English Intervention	<ul style="list-style-type: none"> • Small group withdrawal for three students in the Edison Centre (this number may increase slightly as we assess suitability for MFL and need for additional literacy and numeracy support) • Additional literacy lessons with Literacy Specialist where appropriate • Teaching Assistant support in class where required • Access to Lexia, Catch up reading, Spelling club and Handwriting club. • Quality First teaching. • GL Standardised testing. • Students screened with the use of Lucid to analyse difficulty in more detail and to enable targeted 1:1/small group intervention.
Start of Year 8 Progress Report	<p>Due to Covid Lockdown, standardised assessments were not carried out at the end of Year 7 or start of Year 8, so data is from teacher's internal assessment.</p> <ul style="list-style-type: none"> • 5/41 (12%) have made more than expected progress • 21/41 (54%) have made expected progress • 14/41 (34%) have made less than expected progress • 1/41 (2%) no data, moved schools