

Year 7 Catch-Up Funding 2018/2019

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 students who did not achieve at least the average in reading and/or mathematics at the end of key stage 2 (KS2).

The schools' catch-up premium allocation for the academic year is £13,557

We have 32 students in total that qualify for Catch-up premium this academic year.

Subject	Number of students entitled to the catch up premium
Reading	26 (18% of cohort)
Mathematics	23 (16% of cohort)

Out of these 32 students, 5 students are EAL and 18 students have identified SEND.

Overview of catch-up premium spending 2017/2018

Rationale:

To accelerate the progress of students who started secondary school with lower literacy and numeracy skills; to reduce the gap in achievement of students in year 7; and to narrow the in-school variation of students' achievement.

We have two different pathways of students who fall under the Catch Up umbrella. The first pathway is via our Progress Group (see Appendix for further information) that provides a more nurture type environment that has a ratio of 2-15 students for our year 7 students which provides a learning environment based more on a primary style method of delivery. Students that are part of this group are identified through KS2 data as having below average ability in literacy which means that they cannot access the year 7 curriculum at point of entry to the school.

The second pathway of support is delivered through High Quality Teaching through the Maths and English Faculty supported by Accelerated Reading which is delivered through a weekly lesson in the library along with the newly introduced Maths Mastery teaching curriculum. Also we are going to be up skilling staff and commence training to introduce Sound Training for those students who are not on the Progress Group pathway who have a below average reading age.

Summary of spending and actions taken:

Action	Spending
Literacy and numeracy initiatives Years 7 and Year 8 Progress Groups (see below) 1-1 Literacy and numeracy support for targeted students Literacy / Reading Promotion Strategies: <ul style="list-style-type: none"> • Accelerated Reader Programme • Book Buzz (all students received a free book) • Library lesson for every student once a week • Library activities: Fresh Start literacy programme. Numicon numeracy programme.	

	Quality assurance of in-class provision.	£4820
	Staff training for Lexicon Sound Training – 2 Colleagues	£5250
Wellbeing	TA support Parents support meetings/communication Pastoral Meetings and intervention plans Workshops and 1-1 support via DSL team Girls Nurture Group (2 Students) EP Hours for assessment of need (1 Student)	£3112 £375

Progress Group:

Fresh-start programme: Prior knowledge of phonics is assessed and then phonics are taught following the Fresh Start programme, that staff have received training in. Phonic knowledge is assessed again at the end of each term in order to measure.

The impact of Fresh Start is improved phonics knowledge which in turn enables students to read better, improves comprehension and also impacts on their confidence as developing readers. As well as qualitative data, Miss MacLean reports improved leaning behaviours e.g. students become less wary of making mistakes, more willing to read aloud and more likely to attempt unfamiliar words. Fresh Start also impacts on spelling as improved phonic knowledge gives them more spelling choices – and again improves confidence in their ability to spell or attempt unfamiliar words.

Accelerated Reader programme: Data is gathered by initial online tests and students read regularly, taking quizzes and termly assessments to assess progress. Students in the Progress Group do not have MFL lessons and receive additional literacy lessons including reading aloud to staff, who keep a reading record to enable them to spot common errors or difficulties with comprehension. The additional lessons also allow staff to read a novel aloud which supports speaking and listening tasks, comprehension, inference etc.

The progress group staff also use a number of short term interventions such as *toe by toe*, *alpha to omega* and *word shark*.

Students follow the normal English curriculum, but this is differentiated to allow for extra time to embed key skills. For example students may work on one milestone per half term instead of two to allow for Fresh Start to run alongside English core curriculum.

For Maths, again students follow the Year 7 curriculum but spend extra time embedding the key skills and return to them routinely throughout the year. The additional needs of students mean topics often have to be revisited, using the extra lessons available.

For numeracy improvement we have incorporated the Numicon scheme which is designed to tackle fundamental gaps in mathematical knowledge. We have schemes at Year 3, 4, 5 and 6 levels, and use Numicon lessons alongside core lessons which provides a variety of strategies including practical experiments and equipment to aid the visualisation of mathematical problems.

Staff also used MyMaths and Sam Learning to enable students to access learning in additional ways during lessons. The impact of these lessons has improved number knowledge and confidence in using the four operations as well as literacy based questions being more accessible due to improved reading ability.

Staff Training

Two members of staff took part in the Lexicon Sound Training in July 2019 which will enable the staff to run a 6 week intervention program using this package to support those pupils who are not part of the Progress Group and are in all main school lessons. The training took place over two days which was very intensive.

We have set up two groups to commence in September 2019. Using the outcome of the program will enable to show the impact after the intervention has been completed. Pupils are tested before they start the program to ensure we can measure the impact.

Year 7 Data 2018-2019

Reading data upon Entry - GL assessment data Sept 2018

Number of students entitled to the catch-up premium	Pupils working at average ability (Standardised score of 90 -115)	Pupils working at low average ability (Standardised score of 85-89)	Pupils working at below average ability (Standardised score of < 84)
26	38%	35%	30%

Maths Data upon Entry - GL assessment data Sept 2018

Number of students entitled to the catch-up premium	Pupils working at average ability (Standardised score of 90 -115)	Pupils working at low average ability (Standardised score of 85-90)	Pupils working at below average ability (Standardised score of < 84)
23	56%	13%	30%

Impact of Interventions: Data

Progress Group Reading Data

	ReadSEP	ReadJAN	ReadJUN	FreshStartSEP	FreshStartAPR
Pupil 1	7.02	7.09	7.08	110	133
Pupil 2	8.03	9.02	10.03	200	abs
Pupil 3			8.09	198	263
Pupil 4	7.02	9	8(incomplete	167	292
Pupil 5			8.05		116
Pupil 6	8.03	8.07	8.08	83	125
Pupil 7	7.08	7.09	8.09	121	262
Pupil 8	7.03	8.03	7.02	124	259
Pupil 9	7.03	6.08	7.05	207	244
Pupil 10			7.09		293
Pupil 11	7.11	8.11	8.08	79	239
Pupil 12	8.01	7.07	7.09	51	233

From the table above it is clear that to see that pupils have made progress with their phonics as the Fresh Start Data shows an increase in the scores. Also most pupils have made progress with their reading age following the Accelerated Reading Program and Fresh Start interventions.

Whole Catch-up Cohort Reading Data Results

Comparison of September and June Data

Reading age in Sept 18	Reading age in June 18
06:09	07:08
06:09	10:03
08:00	08:09
07:08	08:00
06:06	11:00
08:09	08:05
06:06	11:06
07:05	08:05
08:05	Abs
07:05	08:08
08:05	08:00
07:11	08:09
06:08	07:02
08:03	08:03
07:01	07:05
08:09	11:06
07:09	08:08
07:05	07:09

90% of Catch-Up English Pupils have made progress with reading from their starting point in September 2018.

Year	Number of students entitled to the catch-up premium	% of students working at expected age related expectations in reading	% of eligible students working towards age related expectations in reading
2018-19	20	21%	70%
2017-18	37	16%	81%
2016-17	23	9%	87%

Maths Data

Year	Number of students entitled to the catch-up premium	% of students working at expected age related expectations by the end of year 7 in mathematics	% of eligible students working towards age related expectations by end of year 7 in mathematics
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2018-19	19	4%	70%
2017-18	38	32%	63%
2016-17	16	13%	38%

Actions for 2019-2020:

- Continue to evaluate effectiveness of the impact of the interventions for which we use catch-up funding with reference to national and trust-wide data.
- Termly evaluate provision for students who qualify for the catch-up premium but are not in the progress group.
- Continue to use Provision Mapping software to accurately track interventions for these students and take further interventions where necessary.

For students in Year 7:

- Continue with the Maths and English progress group
- Use Lexicon Sound Training to carry out a 6 week intervention for those pupils who are not in the Progress Group
- Continue to use the Fresh Start and Accelerated Reader programmes and tracking of student achievement
- Data Analysis meetings half termly with Deputy Head Teacher

For students in Year 8:

- Continue with the Maths and English progress group
- Continue to use the Fresh Start and Accelerated Reader programmes and tracking of student achievement
- Data Analysis meetings half termly with Deputy Head Teacher
- Revisit the basic four operations in maths and support the diverse complex needs of the group.