

### Year 7 Catch up Funding 2019-20

The Year 7 literacy and numeracy catch-up premium gives additional funding to support Year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2 (KS2). This funding is used to close the gap between students and peers by ensuring their attainment is at least in line.

Strategies used to achieve this are outlined with costings in this document.

### Pupils Eligible for Catch up Funding 2019-2020

<u>Category</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
English and Maths (average below 99)	11	13	24
<b>The following numbers represent students who have a Scale Score below 99 in either English or Maths</b>			
Tier 2 English – below 99	18	9	27
Tier 2 Maths – below 99	2	5	7

**Total eligible students: English 51/ Maths 31**

### Catch Up Funding Received 2019/20 - £16270

<u>Area of expenditure</u>	<u>Amount</u>	<u>Proposed strategies</u>
Literacy and Numeracy SEN Groups <b>Organised from baseline data</b>	£6430.00	Address key skills and competencies in English and Literacy skills: <ul style="list-style-type: none"><li>• Monitoring and tracking of progress in department, students to move in or out of the group based on need and progress made</li><li>• Understanding of Catch Up Students</li></ul>
Registration Intervention Groups <b>Literacy and Numeracy</b>	£4360.00	Monitoring and identification of students requiring additional intervention: <ul style="list-style-type: none"><li>• Tracking and monitoring in English and Maths - to identify specific areas of need for individuals</li></ul>

		<ul style="list-style-type: none"> <li>• Targeted intervention and support for small groups delivered by subject specialist teachers</li> <li>• Key areas of need targeted based on classroom and departmental assessment, tracking and monitoring</li> </ul>
Reading Intervention <b>(rotation of groups based on need)</b>	£4360.00	Accelerate progress in reading ages: <ul style="list-style-type: none"> <li>• Embed Accelerated Reader Programme</li> <li>• Identify and withdraw students below threshold for targeted reading intervention with subject teachers and teaching assistants</li> <li>• Train teaching and support staff to deliver intervention</li> <li>• Termly use of Star Reading tests to analyse reading progress and monitor intervention students</li> </ul>
Additional Transition <b>(recommended from Primary Schools)</b>	£912.00	Embed school expectations and routines: <ul style="list-style-type: none"> <li>• Collaborate with primary colleagues to identify students requiring additional academic support and bespoke transition</li> <li>• Teaching staff to deliver bespoke curriculum</li> </ul> Identify gaps in curriculum knowledge, ability or social skills: <ul style="list-style-type: none"> <li>• Collaboration with student support team and SENCO</li> <li>• Work scrutiny and analysis completed by Student Support team</li> <li>• Additional mentoring support and parental contact as and when required</li> </ul>
Total:	£16062	

### Year 7 Catch up Funding 2018-19

The Year 7 literacy and numeracy catch-up premium gives additional funding to support Year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). This funding is used to close the gap between students and peers by ensuring their attainment is at least in line.

Strategies used to achieve this are outlined with costings in this document.

#### Pupils eligible for catch up funding 2018-2019

<u>Category</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
English and Maths (average below 99)	14	10	24
<b>The following numbers represent students who are below a Scale Score of 99 in either English or Maths</b>			
English Tier 2 students - below 99	12	2	14
Maths Tier 2 students below 99	14	13	27

**Total eligible students: English 38/ Maths 51**

Funding allocation £15359 - 2018-2019. Please see details of the expenditure below:

<b>Area of expenditure</b>	<b>Amount</b>	<b>Proposed strategies</b>
Literacy Intervention  <b>Organised from baseline data</b>	£6430.00	Address key skills and competencies in English and Literacy skills <ul style="list-style-type: none"><li>• Targeted intervention class running parallel to English lessons</li><li>• Monitoring and tracking of progress in department, students to move in or out of the group based on need and progress made</li><li>• Collaboration within English department to assess student needs and regularly track and monitor progress through standard assessments</li></ul>
Numeracy Intervention	£2120.00	Address key skills and competencies in Maths and Numeracy skills

		<ul style="list-style-type: none"> <li>• Targeted intervention class running parallel to Maths lessons</li> <li>• Analysis, tracking and monitoring of data in department to identify students who need to move into or out of the intervention group or access enhancement intervention</li> </ul>
Booster Literacy and Numeracy Pathway	£9260.00	<p>Identify specific learning gaps for individual students</p> <ul style="list-style-type: none"> <li>• Withdrawn from Modern Foreign Languages curriculum to undertake additional literacy and numeracy with subject specialist teachers</li> <li>• Bespoke small group curriculum looking at specific gaps in learning and key skills</li> </ul>
Enhancement Intervention	£2290.00	<p>Monitoring and identification of students requiring additional intervention</p> <ul style="list-style-type: none"> <li>• Tracking and monitoring in subjects to identify specific areas of need for individuals</li> <li>• Targeted intervention and support for small groups delivered by subject specialist teachers</li> <li>• Key areas of need targeted based on classroom and departmental assessment, tracking and monitoring</li> <li>• Mentoring from the English department focussing on areas of focus from STAR reading tests.</li> </ul>
Reading Intervention <b>(rotation of groups based on need)</b>	£4360.00	<p>Continue to improve reading ages</p> <ul style="list-style-type: none"> <li>• Implement Accelerated Reader Programme</li> <li>• Identify and withdraw students below threshold for targeted reading intervention with subject teachers and teaching assistants</li> <li>• Train teaching and support staff to deliver intervention</li> <li>• Termly use of Star Reading tests to analyse reading progress and monitor intervention students</li> </ul>
Additional Transition <b>(recommended from Primary Schools)</b>	£912.00	<p>Embed school expectations and routines</p> <ul style="list-style-type: none"> <li>• Collaborate with primary colleagues to identify students requiring additional academic support and bespoke transition</li> <li>• Teaching staff to deliver bespoke curriculum</li> </ul> <p>Identify gaps in curriculum knowledge, ability or social skills</p>

		<ul style="list-style-type: none"> <li>• Collaboration with student support team and SENCO</li> <li>• Work scrutiny and analysis completed by student support team</li> <li>• Additional mentoring support and parental contact as and when required</li> </ul>
Total:	£25,372	

### **2018-2019 Impact – Improvement in Reading Ages**

All catch up students received additional reading intervention. The results show that in all cases this intervention accelerated progress faster than other students in the year group. In some groups this is extended to a full chronological year. This demonstrates that Accelerated Reader together with guided reading opportunities and use of diagnostic feedback is an effective strategy. Students with a KS2 Scale Score of 99 or below in English and Maths made an improvement of 1 Year and 2 Months. Students with a KS2 Scale Score of 94 or below in just Reading made an improvement of 1 Year 9 months. Students with a KS2 Scale Score of 99 or below in just reading made an improvement of 1 Year and 3 months. All students made progress beyond their chronological development.

In numeracy students on the booster pathway were tested at the beginning and the end of each term. All students made progress with 69% making sustained progress across the year. 77% of students were teacher assessed as being on target at the end of the year. All other eligible students received bespoke sessions during enhancement time. These were specifically planned to address learning gaps and students were invited on a rotational basis if directed by the class teacher. This directly acted to meet immediate need and from this cohort of students 89% were assessed as being on target at the end of the academic year.