

## Year 7 Catch Up Funding 2018/2019

### What is Catch up Funding? Which students are eligible for this support?

The literacy and numeracy catch-up premium gives schools additional funding to support Year 7 students who did not achieve the expected standard at the end of Key Stage 2 (KS2).

The national curriculum tests at the end of key stage 2 (KS2) are administered in mathematics, English reading and English grammar punctuation and spelling.

Scaled scores have been used to report the results of these tests since 2016.

A student's scaled score is based on their raw score which is converted into a scaled score, to ensure accurate comparisons of student performance over time. Every scaled score represents the same level of attainment for a student each year, so a student who scores 103, for example, in 2016 will have demonstrated the same attainment as a student who scores 103 in 2017.

A scaled score of 100 will always represent the expected standard on the test. Students scoring 100 or more will have met the expected standard on the test.

The range of scaled scores available for each KS2 test is the same and will stay the same in future years:

- 80 is the lowest scaled score that can be awarded
- 120 is the highest scaled score

A student awarded a scaled score of 100 or more has met the expected standard in each test.

A student awarded a scaled score of 99 or less has not met the expected standard in the test. These students are the focus of intervention funded by the catch up premium, the school was allocated £8.800 in April 2018 for this purpose. In total 10 students were identified as needing additional literacy intervention and 14 students were identified as needing additional numeracy intervention.

**What strategies have we employed? How did we use the funding?**

<b>Initiative</b>	<b>Implementation</b>	<b>Cost</b>	<b>Impact/Success Criteria</b>
<b>FQT – T&amp;L working parties focussed on differentiation, oracy and assessment</b>	Ensuring first quality teaching is the most effective way of raising the attainment of students who have not met the expected standard. The school identified three key areas of teaching and learning, all teaching and support staff are carrying out an appreciative enquiry project	N/A	The quality of teaching and learning in all classrooms is good or beyond as demonstrated by quality assurance strategies. Identified catch up students are making expected progress across curriculum subjects by the end of Year 7, 9 and 11.
<b>Structured Enrichment and Engagement Programme</b>	In the Summer Term of the academic year 2017/2018 an AHT was appointed with a specific responsibility of building a structured enrichment programme that all students would access. Students are required to sign up to and attend at least three clubs per week. Clubs range from Mandarin to Theatre company to Football.	N/A	Student confidence and engagement with school increases. Demonstrated by good attendance, academic performance and behaviour data.
<b>Literacy Strategies</b>			
<b>A.R.R.O.W Reading and Spelling Intervention</b>	An intervention featured and rated highly in Brooks <i>What works for children and young people literacy difficulties</i> 5 <sup>th</sup> ed. A.R.R.O.W stands for AURAL, READ, RESPOND, ORAL, WRITE. In studies RGs show remarkable progress in all three areas, especially in both aspects of reading, similar results have been replicated with our students at La Retraite.	Intervention + training = 5 hours per week x2 HLTA delivery £2,730.78	Reading and spelling ages improve by a ration gain of at least 2+  YARC and Schonell
<b>Rapid Plus Reading and Spelling Intervention</b>	Also featured in the Brooks document. Rapid Plus is a series of finely levelled books and software for SEN and struggling readers at KS3. The series covers (former) National Curriculum Levels 1a–3a (reading ages 6:6–9:6), and each reading book contains a fiction and a non-fiction text to give students variety and a broad reading experience. Students can complete the intervention online or using hard copies. Intervention can take place in groups or 1:1. Once students have completed ARROW, if there reading ages remains below 10 years they move on to this programme.	Intervention + HLTA delivery 1hr x13 weeks. £1,632.47	Reading and spelling ages improve by a ration gain of at least 2+  YARC and Schonell
<b>Speech, Language and Communication Targeted Group Support.</b>	Students attend a Year 7 SALT group session for 50 mins per week delivered by a SALT and highly trained SLT LSA. Students follow the Word Aware Approach, a multi-sensory structured method of learning command words and tier two/three vocab.	£51 per sessions x 39 £1,989	Students demonstrate retained understanding of vocab with at least 75% accuracy.

### Numeracy Strategies

<b>Catch up Numeracy</b>	Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners. Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy: Counting verbally, Counting objects, Reading and writing, hundreds, tens and units, Estimation, Word problems, Translation, Remembered facts, Derived facts, Ordinal numbers	£1,174 inc training 3 staff and AMT materials + 3 hrs LSA per week avg. 10wks	Ratio gain of 2+ as demonstrated by standardised maths test – Access Maths Test
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### Evaluation and Impact

The impact of these strategies was evaluated in September 2019. Student performance data from the school assessment cycle and results from standardised tests were used to measure the amount of progress made by the 12 identified students who did not meet the expected standard at KS2 and who were the focus of support.

## **Evaluation and Impact Report – September 2019**

### **Literacy – ARROW Programme**

In the autumn Term 2018 10 Year 7 students participated in the intervention as catch up support. Identified as they had not met the expected standard at KS2 in either Reading, writing/GPS or both. The impact for all 10 students in relation to spelling was remarkable, the average months progress being 8.5 and average RG being 18. In total students made 85 months progress in spelling - 7years.

Progress in reading was equally impressive although two students made no progress. Both at the point of pre testing already had reading ages in line with or above their chronological age. The other 8 students all made remarkable progress, the average months progress was 9 and average RG 18. Students made a total of 90 months progress – 7.5 Years.

Of the 10 Year 7 students who participated in the intervention as part of their catch up programme, all were able to make progress in line with either their FFT5 Aspirational or FFT20 minimum targets in English by the end of the year.

### **Numeracy**

The numeracy intervention used is Catch up Numeracy, 14 students in year 7 who fell below the expected standard at KS2 participated on the programme for between 2- 6months depending on need and progress.

As well as using the programme assessment system, we also introduced the use of separate standardised tests and reviewed using progress students made against year targets. The Standardised test results showed mixed results with some students making chronological gains and others showing little progress. 4 students made useful to remarkable progress, 3 made modest gains and the remaining 7 demonstrated doubtful impact on their post testing scores

Each of the 14 students made progress in line with or beyond their end of year aspirational (FFT5) and minimum (FFT20) maths targets. Target trajectory from Year 7 to 11 are set in reference to FFT 5 data.