

Year 7 Catch Up Funding 2019/2020

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.

In total 15 students were identified as needing additional numeracy intervention and 22 students were identified as needing additional literacy intervention.

Another 7 students will receive additional support for language and literacy development through targeted Speech and Language group support.

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

Initiative	Implementation	Cost	Impact/Success Criteria
FQT – T&L working parties focussed on differentiation, oracy and assessment	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.
Structured Enrichment and Engagement Programme	In the Summer Term of the academic year 2017/2018 and 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.
Behaviour and Learning Mentor Programme.	Identified students will be supported with a behaviour or learning mentor to support pastoral needs that may impact academic performance and progress negatively. Learning Mentor Support (2 sessions per week for 39 weeks) Behaviour Mentor Support (2 sessions per week for 39 weeks)	Learning Mentor Support up to £1,272 per student Behaviour Mentor Support up to £1,065 per student	Student confidence and engagement with school increases. Demonstrated by good attendance, academic performance and behaviour data.
Literacy Strategies			
A.R.R.O.W Reading and Spelling Intervention	An intervention featured and rated highly in Brooks <i>What works for children and young people literacy difficulties</i> 5 th 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
Rapid Plus Reading and Spelling Intervention	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	Intervention + HLTA delivery	Reading and spelling ages improve by a ration gain of at least 2+

	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.	1hr x13 weeks. £1,632.47	YARC and Schonell
Speech, Language and Communication Targeted Group Support.	Students attend a Year 7 SALT group session for 50mins per week delivered by a SLT 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			
Catch up Numeracy	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 3 staff allocated and AMT materials + 3 hrs LSA per week avg 10wks	Ratio gain of 2+ as demonstrated by standardised maths test – Access Maths Test

Evaluation and Impact

The impact of these strategies will be fully evaluated in September 2020. Student performance data from the school assessment cycle and results from standardised tests will be used to measure the amount of progress made by the identified students who did not meet the expected standard at KS2 and who were the focus of support.