

Wath Comprehensive School

Catch Up Funding 2018 - 19

Context

The Department for Education (DfE) provided additional funding for all students in Year 7 from 2012 onwards who achieved below their age related expectations at the end of KS2. This additional funding is to be used by schools/academies to provide literacy and numeracy catch-up support for Year 7 students. It is designed to help students catch up as quickly as possible. The literacy and numeracy catch-up premium provides schools with an additional £500 per year for each Year 7 pupil who did not achieve expected standards in reading and/or maths at the end of key stage 2.

Due to the reform agenda, nationally, we have seen changes to the curriculum and assessment. Previously, students achieved typically between NC L2-6 and are now assessed on new more challenging criteria on a scaled score from 80-120. A score of 100 is the new 'expected standard' and presents a greater level of challenge than the previous NC L4.

Total number of students eligible for catch-up premium funding over the past two years;

2017-18

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
<u>60</u>	<u>64</u>	<u>59</u>

2018-19

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
<u>63</u>	<u>57</u>	<u>56</u>

The amount of catch-up premium funding received per student is £500, however, some students may be below the expected standard in more than one area and only one payment per student is received; this is most likely for those accessing the STEP UP programme. The expected standard is a score of 100, as mentioned above, so those not reaching expected standard is any student with a score below 100 at the end of KS2.

Wath Comprehensive School received £23,526 on 2/5/17 for the academic year 2016-17 and received £23,684 on 25/5/18 for the academic year 2017-18.

Our Aims

- To raise attainment in reading age.
- To raise attainment in reading and writing.
- To raise attainment in Maths

Objectives: To support the attainment of pupils who did not achieve the expected standard in English or Maths at the end of KS2 (100+) and aid their progression through the secondary curriculum.

Deployment of funding

Specifically this has involved targeting individual literacy and numeracy needs through specialist led provisions provided in either 1:1 or small groups to support the development of a range of skills to achieve the aims above. To improve reading and writing, pupils were placed into Springboard, now called Step Up, which is delivered by specialist staff. The School has also invested in training for the delivery of Read, Write, Inc. As a result of this training, students were also targeted to participate in this scheme to drive up reading and writing comprehension skills. Accelerated Reader has been used to enhance their reading skills rapidly. Rainbow Reading is followed during tutor time. Literacy and Language Programme means students are developing language acquisition, reading comprehension and writing (including grammar) skills. Firstclass@number has increased students' understanding of basic number skills using physical resources. All of these strategies have proved very successful with the students' and they have had a positive impact on students' progress within Maths and English. Some students have continued with the Step Up provision into Y8.

How will this be achieved?

Securing Literacy: We have bespoke provision in place through the Step Up programme, which caters for students who enter Year 7 below National Expectation in English (reading, grammar and writing). In addition, many of the students in the cohort have broader needs in terms of SEND and are often more vulnerable than their peers. The Step Up programme – now in its sixth year and previously named Springboard– is designed to support students in rapidly 'closing the gap' on issues related to their literacy skills. As part of the curriculum offer students follow, for 9 periods per week, an integrated, thematic curriculum. To further the accelerated progress of this cohort and ensure high standards of academic rigour, the bespoke Step Up curriculum is currently being enhanced by building the development of literacy skills - as well as content relating to Geography and History

Additional provision for pupils arriving below expected standard this academic year will be as follows.

- 6 week blocks of intervention in registration time: 2/3 pupils working with English teachers and 2 TAs for 2 registrations per week (Rainbow Reading & Accelerated Reading programmes)
- One to one intervention
- Booster intervention during lunch times
- Talk for Writing: Students' improved organisation of different text types. Further developments: Look at developing students' language and grammar.
- Read, Write Inc: Students' increased phonological awareness leading to improved reading/spelling.
- Accelerated Reader
- IPEELL Project – EEF research project to develop writing skills.
- Firstclass@number: Increased students' understanding of basic number skills using physical resources.

Securing Numeracy: In Maths it is a priority for those students significantly below the expected standard to spend time applying learning in a range of new and unfamiliar contexts rather than advancing to the next assessment level without the secure foundation.

- 6 week blocks of intervention in registration time: 2/3 pupils working with a Maths teacher and 2 TAs for 2 registrations per week (with a specific focus on Numeracy skills)
- Small group withdrawal intervention for 1 lesson per week with a Maths teacher for a period of 6 weeks (looking at all attainment targets in Maths)
- Hegarty Maths programme.

How will we improve the attainment of those remaining below the expected standard?

Those who have not yet achieved the expected standard in English will be provided with extra support to ensure that they close the gap on their peers. Students will continue to access the highly effective Step Up provision, to further secure their progress in line with their peers. All classes are taught by a specialist teacher and supported by a Teaching Assistant.

Catch Up Premium Impact Report 2017 - 18

Literacy Summary 2017-18

Initiatives	Impact/ future impact	Progress/planned next steps	Potential barriers/ strategies
Rainbow Reading – Y7 Kindle Reading – Y8	Rainbow reading – average 2 book levels progressed (2 chronological reading years). 8 students involved in this programme due to development of Accelerated Reader. Kindle reading - 1 book read on average, linked to progress in Accelerated Reading.	Extend reading intervention using the TA team. 8 students involved in each intervention. Use this programme next year if students struggling with further reading, maybe part of SpLD intervention.	Students not always attending intervention – especially Y7. To work with AYL/PYL to get more students to attend.
Y8 TA intervention	4 TAs. Groups of 4 students at a time. Underachievement in Y8 reduced from 28% at LC1 to 9% at LC4.	Future plans – to train TA team and to use this time for Accelerated Reading intervention.	Students not always attending intervention – TAs occasionally removed e.g. exams, key workers.
Grimm and Co trip – Y7	At LC1 (assessment nearest the visit), 88% of students making expected or better than expected progress. 8% made exceptional progress.	Clear positive impact- to repeat visit next year for new Y7 cohort.	Parental engagement was difficult – at first many parents had not returned the reply slip.
KS3 Registration activities	Y7LC1 - 93% developing/emerging students making expected progress or better. LC4 - 97% developing/emerging students making expected progress or better. Y8 LC1 - 88% of the developing/emerging students making expected progress or better. LC4 – 95% of the cohort making expected or better than expected progress.	To continue to support underachieving students.	To ensure that progress is being evidenced within a threshold.
Springboard	Springboard class and interventions (on this list). 97% making expected or better than expected progress in Y7.	To continue to support underachieving students.	To ensure that progress is being evidenced within a threshold.
Accelerated Reading	Reading age and progress in all students in Y7 and Y8. Students read independently at least once a week. 100% of students improved their reading age from +7 months to + 22 months. Significant progress made across KS3.	Will move to registration time and not for all cohort.	Change in staffing this year. KHU to have more of an overview of data/monitoring results in the future.

Springboard

Academic Year 2017-18

	Tutor-time intervention (reading focus)	Read, write, Inc.	Accelerated Reader	1:1 SpLD intervention
Year 7 24 (7 x PP)	7 (4 x PP) 6 (4 x PP)	10 (5xPP)	24 (7 x PP)	10 (5xPP)
Year 8		10 (6 x PP)	10 (6 x PP)	4 (3xPP)

Impact

Tutor-time intervention: 2 x tutor times per week for 8 weeks

Guided reading sessions focusing on vocabulary and inference.

Impact: Average comprehension score increase: 1.7 marks per test (2 Non-PP/1.4 PP)

Read, Write Inc.: Students have had 2 sessions of Read, Write Inc. during curriculum time. Students increased phonological awareness leading to improved reading/spelling. All students are working on phase 3 sounds. 9 students are up to module 23 and 1 student is up to module 29.

Accelerated reader: Students have had one lesson per week for last 8 months in curriculum time reading and completing quizzes in Accelerated Reader. Selected students have also had guided reading sessions during this time or 1:1 reading with the TA in the classroom as directed by the teacher.

Impact: 7CR average reading age increase: 7 months (**10 months PP**)

7LR average reading age increase: 8 months (7.2 Non-PP/ **11 months PP**)

8CR average reading age increase: 10 months (8.5 Non-PP/**10.4 months PP**)

1:1 SpLD intervention with specialist teacher: 4 x Tutor time interventions per week for 8 months.

Impact: 1 x PP - 28 months improvement in reading age.

Numeracy Summary 2017-18

Initiatives	Impact/ future impact	Progress/planned next steps	Potential barriers/ strategies
Registration interventions (CS/MT/SW)	Using the ASP QLA to identify and work on barriers to the progress of pupils who have scored <100 in KS2 SATs. 92% of all developing/emerging students making expected progress or better.	Look at use of QLA for Springboard staff/maths teachers delivering Numeracy lesson.	Students not always attending intervention – especially Y7. To continue to work with tutors/AYL/PYL to get more students to attend.
Y7 TA interventions	TAs work with groups of up to 3 students providing Numeracy support in registration for students who scored < 100 in KS2 SATs. 94% of the PP students at the developing/emerging thresholds are making expected progress or better (a higher % than the whole cohort who are in these thresholds!)	A more consistent TA team who can be trained in specific areas on how best to explain misconceptions to students/methods of calculations etc	Students not always attending intervention – especially Y7. TAs occasionally removed e.g. exams, key workers. Difficult to know when TAs are absent and then pupils have no session.
KS3 Maths Action/Intervention system	At LC4, 96% making expected or better than expected progress in Y7 (of these 17% making better than expected). In Y8 – Sublevels progress at LC1 = 2.04 at LC4 = 3.09	To continue to support underachieving students and promote accelerated progress	Continue to monitor pupils at risk of dropping a threshold and close to moving up a threshold to provide “positive intervention” providing lists of these pupils for Maths staff and AYL/PYL
Springboard	Springboard students have an extra Numeracy lesson each week with Springboard staff.	To continue to support underachieving students and those who are doing well but could be doing even better	Continue to monitor pupils at risk of dropping a threshold and close to moving up a threshold to provide “positive intervention” Springboard Numeracy to focus on supporting students with the literacy skills required to complete a problem solving question.

Catch Up Premium Strategy Plan 2018-19

<u>Key Task</u>	<u>Cost</u>	<u>When</u>	<u>Key person</u>	<u>Monitoring/ Evidencing the impact</u>
<u>Literacy</u>				
Identify new Y7 cohort for literacy and reading support		September 2018	KHU	Data from Primary schools
Work with KS3 Coordinator to utilise TAs to set up a literacy intervention programme during tutor time		July 2018 then each half term	KHU SDO JSR	Staff voice CPD records Intervention records
Set up reading interventions for targeted students		September 2018	KHU	CPD records Intervention records
Train Y12 students with high reading ages to act as reading mentors for Y8 students who have not achieved expected standard in Y7	£200	January 2019	KHU	Student voice Intervention records
Deliver creative writing workshops targeting PP students but including those on catch up programmes. Grimm & CO. in Y7 and A Christmas Carol, linking to Curriculum	£2,800	September 2018 November 2018	KHU/ SHY	Assessment results Student voice
<u>Numeracy</u>				
Work with HoF to utilise TAs to set up a numeracy intervention programme during tutor time		September 2018	SCA & SMO	Staff voice CPD records Intervention records
Identify target students in Y8 for additional numeracy provision; especially those below target in Maths. Hegarty Maths programme	£5,250	September 2018	SCA / SMO	Staff voice Intervention records Data records
Identify new Y7 cohort for catch up		September 2018	SCA	Data sheets
<u>1 to 1 and additional support</u>				

1 to 1 programme set up for Y8 students who have not met expected standard in Y7	£5,250	September 2018	JSY + PCO/ AMA	Intervention records Teacher feedback
1to1 reading support set up and running during English lessons	£17,667	September 2018	KHU/JSY +TAs	Intervention records Teacher feedback
<u>Additional programmes / Support</u>				
Develop the research project of IPEELL with staff in school as well as those in feeder primaries through planning and implementation		July 2018	SDO, SCH, KHU, VSH, JSY GKN	Student voice Staff feedback Intervention records Data drop
Training for staff who are taking part in the IPEELL project	£700	July 2018 September 2018 January 2019	SDO, SCH, KHU, VSH, JSY GKN	Student voice Staff feedback Intervention records Data drop
Develop SAM Learning usage throughout school, particularly with Y7 and Y8 students	£1,500	Throughout the year	Strategy group	Data from SAM Learning
Train staff to effectively deliver Accelerated Reader reading intervention programme.	£500	July & September 2018	JSY /KHU	Staff voice Intervention records Data
Create bespoke curriculum for lowest attaining students at KS3 with packages bought in such as Read, Write, Inc, Accelerated Reader, First Class@number and appropriate staffing, including the use of support staff. Appropriate resources provided. Step Up to English planned and implemented into the curriculum at KS3	£55,811	ongoing	SCH /AIR	Lesson observations Student voice Staff feedback Intervention records Data drop