

## Catch-up funding 2017-18

To improve literacy and numeracy levels, catch-up funding is centrally provided for those working below expected maths and / or English. The following shows how we intend to raise more rapidly the literacy and numeracy levels of these students.

In order to improve the achievement levels of new entrants to the school in yr 7 with less than 95 in reading or mathematics, we provide the following:

- individual “Catch Up” reading programme, Lexia online and Fresh Start
- initial and final assessments to determine improvement
- termly progress reports on the catch-up programme
- in-class support by trained learning support assistants
- intervention sessions for literacy and numeracy in very small groups with a qualified teacher in English/Maths
- pastoral support to raise self-esteem and impact on motivation for success
- paired reading sessions with older students
- literacy-based activities and clubs in the learning resource centre
- individual reading activities within tutor time
- possibilities to refer students to our consultant Special Needs teacher, or Educational Psychologist
- access to a homework club

**In yr 7 for 2017-18**, 61 students (37% of whole year group 232) were eligible for catch-up funding making the allocation of £11,000.

If the benchmark is taken from 95, this shows:

English Only		Maths Only		Both	
Number of pupils	Percentage of cohort	Number of pupils	Percentage of cohort	Number of pupils	Percentage of cohort
<b>32</b>	<b>14%</b>	<b>29</b>	<b>12%</b>	<b>24</b>	<b>9.4%</b>

Representing 18.6% of the year group.

Funding use:

Catch up reading programme – staff	2351.26
Catch up reading programme – training	595.00
Catch up reading programme – admin/resources	522.85
Teaching assistants support in maths and English	10531.68

Lexia subscription and training	980.00
Fresh start set up and training	2213.00
Total	17,193.79

Programmes were undertaken as above for individuals and progress was monitored regularly to analyse the effectiveness of current provision. The assessment of individual learning needs and tailored programmes of different types of intervention is the initial next step for those having made the least progress.

A diagnostic assessment was undertaken of “can do” and “to develop” skills in maths and English. Class teachers maintained a focus of three skills as a target per term with an assessment review at the end of the specific intervention, including teacher/TA increased support in lessons and small group students participated in an individually tailored 1-1 reading scheme with a Teaching Assistant for 2 x 20 minutes per week. Progress was monitored at least termly overall, but individually noted when each student moved up a level within the programme withdrawal of students developing the same skill.

Seven of the students appeared on both lists and therefore had coordinated programmes.

## **Progress**

### **Catch-Up reading programme:**

Baseline data including SEN, 95 and below, CATS, and reading age led to the assessment of 53 students for the Catch-Up reading programme and 12 students followed this.

6 students progressed to CUP level 12 which equates to a reading age of at least 9.6. Increase in reading age ranged from one to two years with an average increase of 1.6 years.

### **Lexia:**

30 students participated in the Lexia online programme. minimum progress was 6 months; one student has completed the course to the top level 5, in line with chronological age.

### **Fresh Start:**

The programme was purchased and staff trained ready for September 2018

### **Next steps for those students**

- Diagnostic of specific skills in English and mathematics with a six week focus on three specific areas for improvement through intervention and a whole subject approach
- Continued intervention as above for those making less than expected progress
- Standardised reading age assessments to determine progress compared to interventions

- Training of 6<sup>th</sup> form reading mentors, as a stage between successful completion of the Catch Up reading programme and paired reading
- The flow chart below shows the staged process for interventions

**2018-19**

For 2018-19 there are scaled scores where 100 is the expected standard.

For Guilsborough Academy year 7 in September 2018 the number of pupils scoring 95 or less on KS2 SATS is as follows:

Whole year group 232

<b>English Only</b>		<b>Maths Only</b>		<b>Both</b>	
Number of pupils	Percentage of cohort	Number of pupils	Percentage of cohort	Number of pupils	Percentage of cohort
<b>11</b>	<b>4.7%</b>	<b>11</b>	<b>4.7%</b>	<b>15</b>	<b>6.5%</b>

The total of 37, being 15.9% of the cohort compared to 37% last year. Results are still need for 13 students in the year group. Support will be assessed for all and resources targeted at the least able in terms of 2017-18 provision levels.

# Literacy Flow chart

Yr. 7 Statement/EHCP/K – IEP  
 Review needed before entry

L3 or Below  
 ↓  
 CUP  
 assessment

LAC  
 ↓  
 CUP  
 assessment  
 In class  
 monitoring  
 Suitable  
 intervention

FSM  
 ↓  
 Monitor  
 carefully  
 term 1

Dyspraxia  
 S&L/Physio  
 ↓  
 In class  
 support  
 EP if severe

English Assessment

CATS

TA & English  
 meeting  
 ↓  
 RA/SA/CAT score  
 data

80 or  
 below

10+ score  
 difference

Term 1 intervention  
 Catch Up  
 Spelling  
 Hand writing  
 Phonics  
 ↓  
 Term 3  
 English/Science/Humanities  
 interventions

9.6 to 11  
 Reading mentor  
 Paired reading  
 English  
 intervention

Dyslexia? Dyscalculia?  
 ↓  
 Screening  
 ↓  
 SpLD or EP if severe