

Year 7 Catch Up Funding Report September 19

Overview

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The catch up premium provides schools with an additional £500 for each pupil who did not achieve at least a standardised score of 100 in reading and/or mathematics at the end of Key Stage 2.

At Appleton Academy the catch up premium grant is clearly identifiable within the school budget and the impact of interventions is monitored. The school is accountable for how it has used the additional funding to support the achievement of eligible pupils and the Principal reports to the governing body and parents on how effective the interventions have been in achieving its aims.

Objective

The objective at Appleton Academy is to ensure that these pupils make the rapid and sustained progress necessary to achieve a reading age in line with Age Related Expectations and bridge the gap to their peers. We accelerate the progress of these pupils by ensuring that their individual needs are met.

Objectives of Year 7 Catch Up

- To narrow the gap for SEN and low attaining learners by providing intensive literacy and numeracy support
- To drive improvement in the impact of numeracy interventions
- To raise self-esteem and aspirations of SEN and low attaining learners
- To expand and enhance current provision offered
- To identify concerns more quickly, thus using targeted interventions to support accelerated progress
- To monitor interventions and strategies closely, intervening quickly and retailoring provision effectively
- To offer a personalised provision tailored to the needs of individual learners, promoting accelerated progress in addition to supporting social, emotional and mental health needs
- To relaunch Reading Matters Literacy Intervention

Funding

2018-2019	£20,500	2019-2020	£20,275
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Summary of Year 7 Catch Up Funding Spend_2018 to 2020

Staffing to Support:

- Delivery of reading and literacy interventions, including Docksider (a phonics based reading intervention); 20:20 (Precision Teaching); nurture reading (promoting a love of literature); Multi-Sensory Literacy and Lexia
- Delivery of Maths interventions: Success@Arithmetic and practical based Maths skills
- Specialist Speech and Language support, including an ELKLAN specialist delivering one to one and small group support and interventions
- Social, Emotional and Mental Health (SEMH) support, including small groups to promote positive self-esteem; social skills and Autism awareness
- One to one Psychotherapy sessions
- Handwriting Intervention
- Support in lessons – smaller groups for those most in need in English and Maths, as well as extra staff for students at Range 3 and 4
- Mentoring
- Parental Coffee Morning drop-in sessions with the SENCo each half term
- Breakfast, break and lunch nurture group
- CBT sessions for vulnerable learners
- Reading Matters

Purchase of:

- Psychotherapist in school 1 day per week
- Lexia license renewal (30 licences renewed)

Year 7 Catch Up Funding Report September 19

- Black Sheep Speech and Language Interventions Package
- Specialist SEN resources, including grip pens, Irlens/Dyslexia resources, Flexitables, mini-whiteboards and pens
- Success@Arithmetic Training
- Specialist Dyslexia Teacher Award
- CBT staff training
- Extra support from Autism Specialists
- Time from the Cognition and Learning Team
- Some support/time from external education providers
- Reading Matters Training

Pupils Eligible for Catch Up 2018- 2019

Pupils Eligible for Catch-up Premium 2018-2019

	Reading Only		Maths Only	
	Number of pupils	Percentage of Y7 cohort	Number of pupils	Percentage of Y7 cohort
99 and below	57	32%	55	31%
94 and below	32	18%	30	17%

Pupils Eligible for Catch Up 2019- 2020

	Reading Only		Maths Only	
	Number of pupils	Percentage of Y7 cohort	Number of pupils	Percentage of Y7 cohort
99 and below	50	31%	38	19%
94 and below	31	19%	14	9%

% based on pupil with KS2 data

Year 7 Catch Up Funding Impact and Evaluation Report_ 2018 to 2019

End of KS2

	Reading Only		Maths Only	
	Number of pupils	Percentage of Y7 cohort	Number of pupils	Percentage of Y7 cohort
99 and below	57	32%	55	31%
94 and below	32	18%	30	17%

End of Y7

	Reading Only		Maths Only	
	Number of pupils	Percentage of Y7 cohort	Number of pupils	Percentage of Y7 cohort
Developing	48	27%	53	29%
Emerging	12	7%	23	13%

Year 7 Catch Up Funding Report September 19

One to One Reading Support

Intervention delivery was personalised based on the National Curriculum level achieved by the student. Learners on or below 85 received 50 minutes per week of small group provision and an additional 30 minutes of one to one nurture reading based on the Dockside reading scheme. Between 94-86, students accessed 50 minutes of small group provision, and at 99-95 students accessed Lexia for at least 30 minutes per week (if they still had a gap when reassessed in Year 7). Learners were formally assessed termly Using Hodder Access Reading, and rated red/amber/green on their progress/behaviour and attendance to sessions each half term by the person delivering the intervention. Provision was tailored accordingly following data capture points.

Number of Students	Average actual age	Average starting Reading Age	Average end Reading Age	Average months' progress on RA
12	11.32	6.33	11.6	11.07

Maths

Students working below 99 in Maths were split into groups depending on the maths age received in their baseline assessment. All students were tested using Hodder Access Maths. Their progress was monitored termly via formal assessment, and learners were rated red/amber/green on their progress/behaviour and attendance to sessions each half term by the person delivering the intervention. Students accessed a very small group provision or 1-2-1 delivered by a specially trained staff member using a personalised version of Success@Arithmetic with a focus on practical Maths skills for 50 minutes per week.

Reading Matters

Reading Matters is a peer reading programme designed to be high impact for students in receipt of Catch Up Funding. Thirty students in total took part in the programme – fifteen Year 10 students were trained as Reading Leaders and another fifteen were selected to take part in the catch up element of the programme. Students made a maximum for 48 months' progress on their reading age and a minimum of 6 months. The programme ran for one term.