

Year 7 Catch Up Funding 2018 - 19 Statement and 2019 - 20 Action Plan

The literacy and numeracy catch-up premium helps provide additional support in literacy and numeracy to students. The funding is targeted towards those students who do not meet age related expectations in numeracy and literacy at KS2. The academy receives £500 for each year 7 student who fits the criteria. The Co op academy, Stoke on Trent is committed to raising the standards of literacy and numeracy for such students so that learners can accelerate their progress in year 7 which will enable them to fully access the curriculum throughout their school career.

Data from the October school census and provisional results from national curriculum Key Stage 2 assessment are used to identify those students who qualify for this additional funding.

In 2019 - 20, The Co-op Academy Stoke-on-Trent received £21, 000 from the Department of Education.

Catch up sessions took place from September 2019 until March 2020 when schools went into lockdown.

Interventions in 2018/2019

Intervention	Expenditure
Numeracy resources – additional text books, materials, GL assessment , Numicon resources	£3,500
Literacy resources	£1,500

Staffing – 1: 1 maths and English intervention	£16, 000
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Literacy

At the start of the academic year there were 64 students with a reading scaled score of below 100; these students formed the group to be tracked for the year. This figure was slightly higher than last year.

- At P1 there were 64 students in total tracked: 17.2% above target, 70.3% on target, 7.8% below target and 1.6% concern. The missing data amounts to those students who did not receive a prediction.
- At P2 there were 63 students in total tracked: 22.2% above target; 63.5% on target and 14.3% below target.
- At P3 there were 62 students in total tracked: 22.6% above target; 67.7% on target and 9.7% below target.

The average reading age at the start of the year was 8:06 and the final average reading age was 9:00, which saw an average improvement of 6 months. The highest improvement is 2 years and 6 months and the lowest is no improvement. However, there were students who lost months in their reading ages, but this is due to students not completing their end of year test, not retesting when required or inaccuracies in their earlier tests.

Students who made no progress or very little progress were referred to the Learning Support department for further assessments and interventions.

Additional students joining through the year also made progress and were tracked through predictions.

Literacy Interventions

- Targeted students regularly attended an after school session. They worked in small groups of 4 – 5 students with an Assistant Teacher and the Head of English KS3 where they were able to access intensive one to one support.
- The work carried out focussed initially on basic skills e.g. alphabetical order, moving on to tailored support to access the English curriculum.
- Results show that all students made progress with their reading and literacy.
- Accelerated reading sessions took place with targeted students

Literacy Interventions

- Three waves of intervention with a selected group of students after school. They worked on specific skills in the after school session with Assistant Teachers for support and an English Teacher. In each session, all students were able to have some time with one to one support.
- Wave One places were allocated according to scaled scores. Subsequent waves were allocated based on previous prediction data and teacher recommendation, this means that where students had made sufficient progress they did not continue into the next wave.
- The reading work carried out focused initially on skills such as skimming and scanning to retrieve information and then looking more in depth. The writing work focused on constructing sentences and enhancing writing.
- In Wave Three, students were provided with a knowledge organiser and quizzed on this during their sessions.
- Fresh start program was followed by class 7Y4. The class worked through the modules until they came to the end and then moved onto the English scheme of work.
- A reading session was introduced at lunch time for a small group of students to help assist with their comprehension.
- Tutor time meetings were launched. The first half term focused on inference a skill which emerged as an area for focus and the following half term saw the use of the PIXL app to help develop vocabulary.
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Reading Boost

A group of students were offered the opportunity to attend a lunch reading session.
One session a week for a four week period.

Pixl APP

The vocabulary Pixl app was launched with the catch up group.

Aims: to increase independent learning, provide a platform to increase their wider vocabulary and subject specific vocabulary.

Students were given the opportunity to complete tasks once per fortnight during tutor time and they were encouraged to complete this at home.

Impact of Catch Up Literacy

Wave 1

- All students with a scaled score of below 100 were invited to attend.
- 18 students confirmed to attend for the full autumn term.
- The first half term focused on reading and the second half term focused on writing.
- Attendance: First half term 70% second half term 49%
- P1: 22% above target, 72% on target and 6% below target (at just a sub level below).

Wave 2

- 22 students were identified as they had the potential to achieve a grade 4, their target, but they were not yet secure (either a 4- or 3+).
- 14 places of the 22 were taken up by students.
- The amount of sessions was reduced from the full term to 8 weeks to improve attendance.
- There were 5 students for Wave 2 who remain from Wave 1. Four of these students regularly attended and one student was selected, but only attended once. They have been chosen to remain as they are not secure in their target (receiving a 3-, 3+ or 4- against a 'good' or 'great' target of 4).
- The focus for sessions were on both writing and reading skills
- Attendance: 73%
- P2: 71% on target; 29% below target. Of the students who attended both wave 1 and wave 2, one student improved to meet and secure their target; three stayed the same but remain secure in progress and one fell to below target - this student only attended 50% of sessions in Wave 2.

Wave 3

- 20 students were identified, from prediction data and/or a recommendation from their teacher, with the focus to improve writing skills and helping build confidence when writing ideas.
- 5 students were invited back from Wave 2.
- 10 places were taken up by students for 8 weeks.
- This focused on writing skills and challenge
- A writing skills knowledge organiser was provided to run alongside the sessions.
- Attendance: 51.3%
- 5 students attended regularly (6 or more sessions).
- P3: 10% above target; 90% on target. Of the students who attended both wave 2 and wave 3, two students improved to meet and secure their targets and three stayed the same but remain secure in progress.

- Attendance: 51.3%
 - 5 students attended regularly (6 or more sessions).
 - P3: 10% above target; 90% on target. Of the students who attended both wave 2 and wave 3, two students improved to meet and secure their targets and three stayed the same but remain secure in progress.
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- Teachers will be made aware of students who still need support in terms of teacher intervention in the classroom and additional interventions/support from the learning support department.
 - In order to prevent further inaccuracies in the STAR tests, a more rigorous system will be followed when testing and monitoring the reading ages.
 - For the new cohort, teachers will be shared the names of students who achieved a scaled score of below 100 again so in class intervention can be given.
 - A new group will be launched with the students who achieved a scaled score of below 100, which will have regular meetings and access to the PIXL app.
 - Lunchtime sessions will be available earlier in the year, so more students can access.
 - The amount of sessions for a group will be kept at the reduced amount of between 6-8 to help boost attendance.

Review of Catch-up Mathematics 2018 to 2019

In response to the previous year of 'Catch-up', the sessions were re-branded as 'Boost'. There was English and mathematics, boost sessions, with pre-arranged rewards for attendance.

- For attending 8 sessions students were invited to a rewards session during lesson time.
- Students received a signature on their 'Boost' cards.
- Other more exciting and challenging rewards were planned for further participation in the 'Boost' programme. **Impact of Numeracy Catch up**

Group 1

- All students with a scaled score of below 100 were invited to attend.
- 18 students confirmed to attend for the full autumn term.
- The first half term focused on the rules of number and new topics
- Attendance: 82%

- P1: 0% above target, 72% on target and 18% below target
- 100% had improved in tests carried out during the sessions.

Group 2

- The second target group was based upon initial scores and performance in lessons.
- 20 students were identified, from prediction data and/or a recommendation from their teacher
- Attendance 51%, lower than group 2 attendance
- 67% of the students made progress from P1 to P3
- A number of students from group 1 asked to be able to continue the sessions.
- Students studied angles and constructions, becoming very confident in the practical application of the skills they had learnt.
- The series of lessons encouraged both students to talk about maths and develop a deeper understanding.
- The 'Boost' programme was very successful as it enabled assistant teachers to understand how to deliver interventions.
- At P 1 only 5 (16% students were on target, by P3 30% were on target
- At assessment point 3 19% were a concern compared to 25% at P3
- 20 out of the 31 students have an aspirational target of a grade 5

Proposed Interventions 2019 -2020

Literacy and Numeracy

Teachers will be made aware of students who still need support in terms of teacher intervention in the classroom and additional interventions/support will be implemented by the learning support department.

In order to prevent further inaccuracies in the STAR tests, a more rigorous system will be followed when testing and monitoring the reading ages.

For the new cohort, teachers will be shared the names of students who achieved a scaled score of below 100 again so in class intervention can be given.

A new group will be launched with the students who achieved a scaled score of below 100, which will have regular meetings and access to the PIXL app.

Lunchtime sessions will be available earlier in the year, so more students can access.

The amount of sessions for a group will be kept at the reduced amount of between 6-8 to help boost attendance.

The catch-up programme has been restructured again in response to the difficulties experienced in delivering the separate literacy and numeracy sessions.

Joint literacy and numeracy activities will take place.

Interventions for 2019/2020

We decided to do a joint Literacy and Numeracy 'Boost Sessions'. This enabled us to target the same students who needed support in English and mathematics.

We again targeted all 58 students, with a scaled score below 100 in mathematics and English; allowing us to support the most vulnerable.

The size of the group was limited to 20 places; with programmes of intense numeracy and literacy support for a 5 week period.

We use the scheme of work followed by the students in their normal English and mathematics lessons, but we were able to give more intensive support.

Students after the 5 week period were invited for another 5 weeks if we felt that they needed continued support.

After the first cohort we gave places to 5 students from the first cohort to continue the intervention. We then offered the remaining places to students who didn't get places the first time. All students made progress during the sessions, but also continued gaining in confidence within their normal teaching lessons.

All students had some success in the end of unit and end of term diagnostic test.

Mrs Pearce and Mrs Canning were delivering further support during interventions and in the extra lessons with Mrs Canning.

Due to staff absence on compassionate grounds; Mr Pearce was left to deliver the English and mathematics boost work; with the help of Mrs Pearce and two other SEN staff. This led to less progress being made by cohort 2 and 3.

Throughout the period of time we contacted parents regarding the attendance of their children by way of texts and phone calls. This helped to ensure better overall attendance to sessions than previous years. We also reacted to requests from staff and parents to include a small number of SEN students who needed further interventions, even if they were initially below 100 in the KS2 SAT.

Due to Covid 19 we were not able to complete the programme for the year.

In terms of actual results, we didn't have a summative assessment due to Covid 19, although students were diagnostically monitored throughout the time period.

