



Co-op Academy  
Stoke-on-Trent

### **Year 7 Catch Up Funding Statement 2019 -2020**

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 2019 - 20**

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
--	----------

### **Literacy: Catch Up Student Profile**

At the start of the academic year, there were 59 students with a reading scaled score of below 100; these students formed the group to be tracked for the year. This figure was slightly lower than last year.

This year the school adopted a banding system, where students were given a target band from 1 (highest) and 5 (lowest). Each summative assessment saw the students awarded a percentage and then the corresponding band. The students who were tracked for catch up were given targets between 3 and 5; the first summative assessment saw the majority of students tracked achieving their target band or above, and there were only two students who achieved one band below their target (target band 4 and achieving a band 5).

### **Literacy and Numeracy Interventions**

- For the first term, students were invited to attend an after school intervention session for both maths and English. The students targeted were those who achieved a scaled score of below 100 in both reading and maths. Each session was split to ensure students were able to work on specific literacy and numeracy skills.
- 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.
- 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 the second term, the work was closely linked to supporting them in their writing skills which were being focused on in lessons.
- The Fresh Start program was followed by class 7Y4. Each student in the class had a 1 to 1 meeting where their phonic skills were tested and the appropriate starting module was selected for the class as a whole. After the first half term, these students were set to move on to the English scheme of work, whilst also integrating the skills of focused reading and comprehension which was addressed with the Fresh Start program.
- A revision session for the students upcoming summative assessments took place after school, where students were supported with making revision materials and shown how to effectively revise.

- A revision workshop was offered to the whole year group, with priority places for the catch up students. This was then extended to opportunities to attend lunch sessions across the week to support with revision.
- 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.
- All students made progress during the sessions, but also continued gaining in confidence within their normal teaching lessons.
- All students made progress in the end of unit and end of term diagnostic tests
- Throughout the period of time parents were contacted 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.

Unfortunately, due to coronavirus, accurate measures of progress are not available between the first and second assessments and the end of year, as sessions were not able to be held and all planned assessments were not able to take place. However, all students who attended the after school sessions achieved their target band or above. In addition, the staff member responsible for the Literacy catch up was absent through illness part way through the year so the students were supported in the intervention by assistant teachers.

Students within the targeted class:

13 students achieved their targeted band within the first summative assessment.

3 students achieved 2 or more bands above within the first summative assessment.

### **Catch up 2020 - 2021**

As announced by the DFE, Year 7 catch up funding will not be allocated to schools and academies this year. It will be subsumed into the overall catch up funding so that students who have fallen behind across all years can be supported.

Year 7 are however, being supported through the recently introduced reading strategy and through the usual interventions that are carried out via the learning support department.

Furthermore, the Academy has, as part of a wider-Trust central contract, adopted the GL testing package for benchmarking and monitoring of students. The CAT4 tests provide important information about students' potential which is then used to inform teaching and learning strategies. It is also a very good indicator of 'hidden potential'. Furthermore, Year 7 students have sat the New Group Reading Test on one of the induction days in September. This has already provided useful data about students' reading competencies on entry, that has enabled us to focus on key strategies to support students on entry. This has been ever more important given the absence of KS2 testing data.



