

Report for Catch-Up Spending 2018/19

Part 1:

Overview of the school

Number of students and Catch-Up funding received	
Total number of students on roll	320 students in Years 7 to 11
Total number of students eligible for Catch-Up	37x Year 7 students who did not achieve at least a scaled score of 100 in reading and/or Maths at the end of Key Stage 2 (KS2). 32 Below 100 in English reading 29 Below 100 in Maths 24 Below 100 in English and Maths
Total amount of Catch-Up received	£21875

What is Catch-Up funding?

The Literacy and Numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the “expected standard” at the end of key stage 2 (KS2).

The national curriculum tests at the end of key stage 2 (KS2) are administered in mathematics, English reading and English grammar punctuation and spelling. A scaled score of 100 represents the “expected standard.” Pupils scoring 100 or more will have met the expected standard on the test.

The range of scaled scores available for each KS2 test is the same and will stay the same in future years:

- 80 is the lowest scaled score that can be awarded
- 120 is the highest scaled score

Students who start Houghton Regis Academy of 100 or below are at an initial disadvantage because even if they achieve their target grade at GCSE and are on target, they will still be below grade 5 at GCSE. Therefore, these students will require additional support in order to ensure that they consistently exceed their target grade from the outset. Basic skills development in Year 7 and beyond, supported by targeted interventions can aid this process.

The government provides this funding so that students can be given the relevant, subject specific support in order that they ‘catch up’ with their peers and therefore have the opportunity to achieve at least a grade 5 or equivalent at GCSE level. Catch-Up students need to exceed their target grade in order to achieve this and it is important that their progress is tracked from the start of Year 7 for this reason. Most notably, it is really important that all our literacy and numeracy provision is seen to have a positive impact across all subjects in the curriculum.

This group is supported by different areas of the school including the English, Maths and the SEND Departments.

In order to maximise fully our provision for these students, we strive at all times to align the creative allocation of resources from other funding streams. Eg. SEND and Pupil Premium.

Full assessment information tracking sheets are available on request.

Definition of Catch Up cohort for Year 2018/19

The school is carefully monitoring the new KS2 test data and will define a student as needing more “catch up support” as anyone under 100 in either Maths/Reading or both. Students under 90 will be additionally targeted.

Students between 100 – 105 will be closely monitored throughout the year to ensure that they are making at least expected progress.

Impact of Catch-Up (CU) (March 2019)

	No. of CU students	% of CU students who achieved at least 1E in internal testing March 2019	% of CU students who achieved 1D or above in internal testing March 2019	% of CU students who achieved 1S or above in internal testing March 2019
English	32	94%	53%	32%
Maths	29	90%	90%	52%

Overall Impact of Catch-Up (CU) (July 2019)

	No. of CU students	% of CU students who achieved at least 1E in internal testing June 2019	% of CU students who achieved 1D or above in internal testing June 2019	% of CU students who achieved 1S or above in internal testing June 2019
English	29	93%	76%	49%
Maths	20	100%	75%	60%

Strategies that have been aimed at both English and Maths Catch Up Students

Intervention /Project	Description	Level of Impact H/M/L	Outcome/Impact
Literacy and Numeracy in-class support (Teaching Assistant)	Subject specialist TAs are attached to the English and Maths department to prepare resources and work alongside staff. Students are targeted for group intervention per topic.	H	Data results for overall group (shown above) <ul style="list-style-type: none"> 92% of Catch-Up students had made more than expected progress by March 2019. 72% of Catch-Up students had made 2 grades more than expected progress by March 2019.

Strategies that have been aimed at English Catch Up Students

Intervention /Project	Description	Level of Impact H/M/L	Outcome/Impact
Literacy Intervention (Teacher)	Literacy intervention pack developed by Literacy Intervention Teacher to use in group sessions.	M	Data results for overall group (shown above) <ul style="list-style-type: none"> 94% of Catch-Up students had made more than expected progress in English by March 2019. 53% of Catch-Up students had made 2 grades more than expected progress in English by March 2019.
Literacy Intervention (Teaching Assistant)	Literacy intervention delivered in small groups (max. 6 students) and assessed termly. Use Literacy pack developed by Literacy Intervention Teacher. Group: A	M	3/5 students made more than expected progress by July 2019. Student achieved grade 2E. Students liked going with Mrs O'S and gained a good rapport, they all felt that they could ask her for assistance in class as well as in the group, because of the relationship that they had built. The impact was less with this intervention due to it being unable to continue weekly after Mrs O'S began a period of absence due to sickness. Mrs C took over the role of in-class teaching assistant support and continued to work with this group in-class.

<p>Switch On Reading</p>	<p>Switch-on Reading is an intensive 10-week literacy intervention. It is delivered on a one to one basis by staff, most commonly teaching assistants, who have been trained in the approach. The purpose of Switch-on is to achieve functional literacy for as many pupils as possible, and so to close the reading achievement gap for vulnerable children working below age-expected levels. It is inspired by the well-established intervention Reading Recovery, which is teacher led and delivered over a 12-20 week period.</p> <p>Group: A</p>		<p>5/6 students made more than expected progress by July 2019.</p> <p>Student built up an excellent relationship with his Switch-On reader tutor, Ms B. They shared a common understanding of being English as a second language, Student asked for extra sessions with Ms B.</p> <p>Student made more than expected progress and achieved 1D at the end of Year 7.</p> <p>Student achieved grade 2E.</p> <p>Student did not make progress, however his attendance at school was less than 80%.</p>
<p>Paired Peer Reading</p>	<p>Year 9/10 Duke of Edinburgh Group: 1-1 paired reading. Use reading books from SEN library and Paired reading training lead by SENDCo.</p> <p>Group: B</p>	<p>H</p>	<p>8/8 students made more than expected progress by July 2019.</p> <p>6/8 made 1 grade more than expected progress in English by July 2019.</p> <p>2/8 made 2 grades more than expected progress in English by July 2019.</p> <p>Quote from Duke of Edinburgh Report written by Ms C:</p> <p><i>“During the time spent as Reading Volunteers:</i></p> <ul style="list-style-type: none"> • <i>The students have been trained in the method known as "Paired Reading". As a group I trained the volunteers and we read an article on the benefits of this technique and watched a video to consolidate the training.</i> • <i>The volunteers have been paired with students in year 7 to carry out paired reading sessions and to build good peer relationships. These relationships have helped both the volunteers and the year 7 students to grow in confidence and become a cohesive group.</i> • <i>During the sessions we have also explored other reading techniques, ways to make reading interesting, such as book bingo and alphabet games. This has been led by myself and initiated by the volunteers. We have tried all the suggestions and discussed their effectiveness.</i> • <i>After the initial training and sessions, we further expanded this to include literacy work at lunchtimes. Here the year 7 students are encouraged to read in a more relaxed</i>

		<p><i>environment, reading comics and online material as well as books. The volunteers have helped the year 7 students and been involved in playing literacy and numeracy games.”</i></p> <p>The group grew a fantastic dynamic, the students came early for the morning sessions during registration and were disappointed when we had to cancel for assemblies.</p>
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Strategies that have been aimed at Maths Catch Up Students

Intervention /Project	Description	Level of Impact H/M/L	Outcome/Impact
Numeracy Intervention (teacher)	Numeracy intervention delivered to small teaching group 7.3 as a timetabled class.	H	Data results for overall group (shown above) <ul style="list-style-type: none"> 90% of Catch-Up students had made more than expected progress in Maths by March 2019. 90% of Catch-Up students had made 2 grades more than expected progress in Maths by March 2019.
Numeracy Intervention (Teaching Assistant)	Numeracy intervention delivered in small groups (max. 6 students) and assessed termly. Use Literacy pack developed by Literacy Intervention Teacher. Group A Group B	H	Group A: 3/4 made 2 grades more than expected progress in Maths by July 2019. Group B: 6/6 made 2 grades more than expected progress in Maths by July 2019. Originally Mrs C was leading this group and there was a period of transition when she became ill, during which the groups were suspended. However, Mrs Co and Mrs W took over the groups and they successfully continued into the Summer term. The students always came on time to the Intervention Room. The students commented on enjoying the games and group activities.

Total Costs	
Literacy Intervention (Teaching Assistant)	£1254
Numeracy Intervention (Teacher)	£2166
Numeracy Intervention (Teaching Assistant)	£3344
Switch-On Reading	£2128
Literacy and Numeracy in-class support (Teaching Assistant)	£12540
Total	£21432

Part 2:

To be completed in July

Number of students and Catch-Up funding received for 2019/20	
Total number of students on roll in Year 6 transition	70
Total number of students eligible for Catch-Up	32x students who did not achieve at least a scaled score of 100 in reading and/or Maths at the end of Key Stage 2 (KS2). 28 Below 100 in English reading 26 Below 100 in Maths 20 Below 100 in English and Maths
Total amount of Catch-Up received 2019/20	£21875
Total Catch-Up expenditure 2019/20	
	£21432
Catch-Up remaining	£443

Planned Support for 2019/20

Priority	Literacy Intervention	Staff and Delivery times	Cost
High Yr 8	Switch On Reading https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading	Registration 40mins per wk Starting October 2019	£627 per pupil*
High Yr 7 Group 7.3.1 Group 7.3.2 Group 7.2.1	Catch up literacy sessions: Fast Forward reading books https://shop.scholastic.co.uk/fastforward	7.3.1 Fri p1 7.3.2 Fri p2 7.2.1 Mon p1 30mins per week during MfL/RE Starting October 2019	£796 per pupil*
Medium Yr 7	Catch up literacy sessions: Fast Forward reading books https://shop.scholastic.co.uk/fastforward	Tbc Starting January 2020	£796 per pupil*

*Department for Education Literacy and Numeracy Catch Up Strategies 2018

Priority	Numeracy Intervention	Staff and Delivery times	Cost
High Group 7.3.1 Group 7.3.2 Group 7.2.1 Yr 8 Group 8.2.1 Group 8.3.1	Catch up numeracy sessions: Abacus maths https://www.pearsonschoolsandcolleges.co.uk/Primary/Mathematics/AllMathematicsresources/Abacus/Abacus.aspx?utm_source=abaevolvepage&utm_medium=display&utm_campaign=GBPRME0119ABA&utm_content=abacus_webpage	Yr 7 7.3.1 Fri p1 7.3.2 Fri p2 7.2.1 Mon p1 30mins per week during MfL/RE Starting October 2019 Yr 8 8.2.1 Tues p4 8.3.1 Wed p2 30mins per week during RE Starting October 2019	£130 per pupil*
Medium Yr 7	Catch up numeracy sessions: Abacus maths https://www.pearsonschoolsandcolleges.co.uk/Primary/Mathematics/AllMathematicsresources/Abacus/Abacus.aspx?utm_source=abaevolvepage&utm_medium=display&utm_campaign=GBPRME0119ABA&utm_content=abacus_webpage	Tbc Starting January 2020	£130 per pupil*

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*Department for Education Literacy and Numeracy Catch Up Strategies 2018