

Impact Statement for Y7 Literacy and Numeracy Catch-Up Premium

Introduction

The following report is written to provide information to parents and other stakeholders about how the catch-up funding is being used to improve the academic attainment of those students who are working below age related expectations in English, maths or both.

Use of catch up funding for the academic year 2018-2019

In 2018-2019 the school received £22,434 catch up funding, which was allocated in the following ways:

Intervention	Funding allocation
<ul style="list-style-type: none"> Specialist SEND intervention for students with very low literacy difficulties. 1 hour weekly for a 10 week programme. 	£7,500
<ul style="list-style-type: none"> A small group on-line intervention (International Dyslexia Learning) for students with a specific learning difficulty. 2 morning interventions per week over the course of the academic year. The intervention is accessible from home and students/parents/carers are encouraged to use as home study. 	£1,500
<ul style="list-style-type: none"> A number of small group numeracy interventions delivered by the Maths department 1 hour per week for a 10-week programme. 	£7,500
<ul style="list-style-type: none"> Allocation of specialist TA in English and Maths to support quality first teaching within the classroom. 	£5,000
<ul style="list-style-type: none"> Implementation and training regarding the use of a provision mapping tool to effectively track impact of interventions 	£1000

Literacy Catch-Up 2018-2019

- 35 year 7 students accessed catch-up literacy interventions during the spring term of 2019.
- Using the NGRT reading assessment, students' reading standardised scores improved by an average of 3.37.
- Using the Vernon spelling assessment, students' spelling standardised scores improved by an average of 2.77.
- At the end of the spring term, 94% of the 35 students made expected progress or better in the English data collection progress scores.
- From the 35 students, 10 students continued the intervention in the summer term 2019.
- Using the NGRT reading assessment, students' reading standardised scores improved by an average of 4.33.

- Using the Vernon spelling assessment, students' spelling standardised scores improved by an average of 2.00.
- At the end of the summer term, 100% of the 10 students made expected progress or better in the English data collection progress scores.
- 8 Y7 students accessed on line dyslexia support. In the first term of intervention, the average increase in reading age was 6.88 months and the average increase in spelling age was 3.88 months. In the second term of intervention, the average increase (from the starting point) in reading age was 6.43 months and the average increase (from the starting point) was 6.71 months.

Numeracy Catch Up 2018-19

- 7 students completed numeracy interventions during the autumn term of 2018.
- 100% of these students demonstrated improvement in at least one of the areas targeted with 57% improving in two or more of the targeted areas.
- A further 4 students completed numeracy intervention during the spring term of 2018
- 100% of these demonstrated improvement in two or more of the areas targeted.
- 5 students completed numeracy interventions during the summer term of 2018.
- 60% of these demonstrated improvement in two or more of the areas targeted.
- By the end of the summer term 88% of the students were making expected progress or better in the maths data collection progress scores. 1 student was making above expected progress.

Planned use of Catch-Up Premium for the Current Academic Year 2019 - 20

It is anticipated that the funding for 2019-20 will be a similar amount to the previous year and will be allocated in the following ways:

Intervention	Funding allocation
<ul style="list-style-type: none">Specialist SEND intervention for literacy.1 hour weekly for a minimum of 10 weeks for literacy and numeracy.	£7,500
<ul style="list-style-type: none">Specialist SEND intervention for students with a specific learning difficult (dyslexia or dyslexic tendencies).Two tutor time sessions over the academic year plus home study.	£1,500
<ul style="list-style-type: none">Small group literacy and numeracy interventions for students identified below age-related expectations.1 hour per week for 10-week programme.	£7,500
<ul style="list-style-type: none">Small group phonics intervention for low level literacy students.Three tutor time sessions of 10 weeks and then reviewed.	£2,250
<ul style="list-style-type: none">Allocation of TA in English and Maths to support quality first teaching within the classroom.	£5,000