

KS3 Catch Up Funding: Impact Report 2018-19

£18,503 has been received from the ESFA for 2018/19 Academic Year for students who started KS3 in September 2018 with low attainment in literacy and numeracy.

In the Year 7 cohort (2018-19), 97 students have been identified as requiring literacy support, and 52 students as requiring numeracy support.

Support Strategies

- The school employs two LSA's to deliver literacy and numeracy intervention across KS3 but specifically in year 7
- LSAs are employed in morning sessions to deliver intervention across this group
- Year 7 students are grouped according to ability in Maths. The school invests in additional staffing in maths, and the curriculum is deliberately arranged to ensure that lower ability students are taught in smaller classes, ensuring more individual support. Teaching Assistants are also allocated to provide additional support to these groups
- LSA's support across year groups and 5 are placed in year 7 to support where there is need
- Parents/carers of students identified as requiring 'catch up' support were written a letter to explain the additional support which is being put in place by the school to support their child to 'catch up' in literacy and numeracy.
- The school has invested in 'Accelerated Reader' to encourage students to engage in reading books which are at an appropriate level related to their ability.
- The school has invested in 'Bedrock' vocabulary extension programme.
- Delivered a number of literacy interventions including Ruth Miskin, Paired Reading, Group Reading and WorkShark .
- The school has trained a member of staff to deliver speech and language provision to support students with improving their vocabulary and literacy.
- Computers and staff are available before school and at breaks to support students to access 'Bedrock' an online vocabulary and comprehension improvement programme and to practise their spelling using Wordshark.

Additional support strategies for this group of students include:

Literacy and Numeracy - Support Strategies and Impact

97 students in English interventions who received Catch Up funding.

- Literacy Intervention
- Paired Reading
- Word Shark
- Group reading
- Ruth Miskin Catch Up programme

Analysis of numeracy interventions in Year 7 2018-19

Students were identified using KS2 SATS data to receive additional numeracy support with Tracey Nicholson (Lead LSA). She saw then students for at least one hour a week in small groups in the student centre for at least 12 weeks. She also went into the lowest maths set once a week to ensure strategies

were used in context and to observe any difficulties they had that needed to be addressed. Great improvement was seen in the students' self-esteem, which helped them believe that they could do maths.

- 40 students received additional numeracy one hour a week and 12 Numbershark intervention 30mins a week for 6 weeks or longer.

small group intervention

Number of students	40	%
On Target	38	95
Above Target	1	2.5
Below Target	1	2.5

- **12 students** in Numbershark Intervention who received catch up Funding

Numbershark

Number of students	12	%
On Target	10	83
Above Target	0	0
Below Target	2	17

26 PPG students in maths interventions.

Number of students	26	%
On Target	25	96
Above Target	0	0
Below Target	1	4

26 Non PPG students in maths Intervention

Number of students	26	%
On Target	23	88
Above target	1	4
Below target	2	8

Intervention	No of students in yr 7 requiring intervention	No of students in yr 8 requiring intervention	difference
Any maths intervention	54	28 + 4 = 32	- 22
Small group maths intervention	42 (including 2 students not covered by catch up funding)	28	- 14
Numbershark	12	4	- 8

Analysis of literacy interventions in Year 7 2018-19

Year 7 Literacy

All year 7 students are screened on entry for reading and spelling ages and this information, along with their KS2 Reading and Grammar, Punctuation Vocabulary and Spelling score, are used to identify which literacy catch up programmes they would most benefit from. Students who receive literacy intervention drop 1 lesson of Spanish or French and take one hour a week additional literacy instead. This means they are not withdrawn from other curriculum subjects. We ran eight small groups of between 3- 5 students.

Paired Reading: The club encourages and develops reading skills, in order to improve a student's ability to read more fluently. We will also be working on improving their word attack and decoding skills. Reading aloud is a recognised method of improving student's reading skills and, combined with the support and encouragement of a partner, it can help them to access material that they may otherwise be unable to read by themselves. 30 minutes a week for 12 weeks.

Wordshark Club The idea of the club is to encourage and develop student's spelling skills, through interactive games and multisensory ICT programmes. The programme has been personalised with activities to match their specific needs and it is over-learning and consolidation of skills through games. 30 minutes a week for 12 weeks.

Group reading Small targeted group reading with literacy staff to improve phonic and decoding skills as well as comprehension and enjoyment of text. 30 minutes a week for 2 terms.

Ruth Miskin Literacy The literacy club is based on the Ruth Miskin Reading and Phonics Programme, which is designed to stimulate and challenge students thinking and create lifelong readers and writers. 30 minutes a week for 20 weeks

intervention	No of students in yr 7 requiring intervention	No of students in yr 8 requiring intervention	difference
Any literacy intervention	92	39	-53
Literacy	31	24	-7
Paired reading	33	14	-19
Group reading	7	11	+4
Ruth Miskin	23	0	-23
WordShark	20	14	-6

The average reading and spelling gains in months over 9 month period (September 18 – June 19):

Reading age improved by average of 14 months per student.

Spelling age improved by average 11 months per student.

Analysis of literacy and numeracy interventions in Year 8 2018-19

Using the reading and spelling ages from current assessment in June 18 (end of Year 7) literacy interventions were run to meet the students' literacy needs. Some students had only one intervention whilst others may have attended more than one.

Year 8 Literacy

One hour a week working with a specialist literacy support teacher out of one hour of a non-core subject each week. Working on improving student's spelling, reading and writing skills to enable them to have greater independent in their literacy skills.

Paired Reading: The club encourages and develops reading skills, in order to improve a student's ability to read more fluently. We will also be working on improving their word attack and decoding skills. Reading aloud is a recognised method of improving student's reading skills and, combined with the support and encouragement of a partner, it can help them to access material that they may otherwise be unable to read by themselves. 30 minutes a week for 12 weeks.

Wordshark Club The idea of the club is to encourage and develop student's spelling skills, through interactive games and multisensory ICT programmes. The programme has been personalised with activities to match their specific needs and it is over-learning and consolidation of skills through games. 30 minutes a week for 12 weeks.

Group reading Small targeted group reading with literacy staff to improve phonic and decoding skills as well as comprehension and enjoyment of text. 30 minutes a week for 2 terms.

intervention	No of students in yr 8 requiring intervention	No of students in yr 9 requiring intervention	difference
Any literacy intervention	77	38	-39
Literacy	20	14	-7
Paired reading	33	19	-14
Group reading	11	5	-6
WordShark	23	18	-5

The average reading and spelling gains in months over 12 month period (June 18 – June 19):

Reading age improved by average of 12 months per student.

Spelling age improved by average 21 months per student