

KS3 Catch Up Funding: Impact Report 2019-20

£18,503 has been received from the ESFA for 2019/20 Academic Year for students who started KS3 in September 2019 with low attainment in literacy and numeracy.

In the Year 7 cohort (2019-20), 82 students have been identified as requiring literacy support, and 58 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 Hi 5 Phonics, Ruth Miskin, Paired Reading, Group Reading and WorkShark.
- The school also supports identified students with high literacy needs by teaching them in very small humanities groups with high literacy skills input from trained staff.
- 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.
- After lockdown in March 2020, the school invited all students with EHCPs to attend daily with keyworker's children, this included three students with EHCPs in year 7. Two of these students attended throughout the lockdown. One student preferred to work from home and his Link LSA liaised closely with the family to enable him to access work, receive feedback and make progress.
- From April 2020 all Parent/ carers of students on the school Additional Needs Register (ANR) were contacted weekly by link inclusion staff. The focus was on students' literacy and numeracy skills and appropriate work was posted home as hard copies, it was differentiated to ensure it was accessible and feedback was given to students and parent/ carers.
- From May/June 2020 all students in year 7 on the ANR were invited to attend school either weekly or on at least one day during the summer term. Inclusion staff who knew them well or who delivered additional literacy and numeracy session worked with them. Packs of work were sent home with them,

including differentiated books and reading materials and relevant numeracy and literacy games to ensure strategies taught in school were consolidated and embedded at home. Weekly parent/ carer contact continues throughout the summer term to ensure students could access learning and make progress improving their literacy and numeracy skills.

- All the students who had received additional literacy and numeracy catch up funding were reassessed in September 2020 and the data is listed below.

Literacy Support Strategies and Impact

82 year 7 students attended additional literacy interventions who received Catch Up funding.

- 1 hour a week Literacy Intervention- 23 students
- 30 mins a week for 12 weeks Paired Reading- 34 students
- 30 mins a week for 12 weeks Word Shark sessions- 23 students
- 30 mins a week for 18 weeks Group reading- 9 students
- 30 mins a week for 20 weeks Ruth Miskin Catch Up programme- 32 students
- 30 mins a week for 20 weeks Hi 5 Phonics programme- 6 students
- 3 hours a week Small group Humanities and literacy lessons- 7 students

Analysis of literacy interventions in Year 7 2019-20

42% (34) of the students had between two and four different additional literacy interventions a week, with the rest 58% (48) of students attending one weekly literacy intervention.

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

Hi 5 Phonics This weekly phonics lesson was delivered by a member of staff trained to deliver HI 5 intervention for 30 minutes a week in a group of 6 students. The students learned to perfect their literacy skills through exposure to a range of enjoyable and motivating real-world texts and a special focus on process writing. Also they learned to develop social and civic competences and lifelong organisation, digital literacy and presentation skills through cooperative projects involving group work.

Small group Humanities

Two or three students had the first 20 minutes of Ruth Miskin sentence writing and comprehension work, followed by 40 minutes of differentiated geography or History, which was based on the year 7 curriculum. Students were encouraged to transfer the reading and writing skills taught in the first part of the lesson into their humanities work. Opportunities for overlearning and consolidation were planned into the lessons.

intervention	No of students in yr 7 requiring intervention	No of students in yr 8 requiring intervention	Difference in student numbers
Any literacy intervention	82	29	-53
Literacy	23	17	-6
Paired reading	34	COVID restricted	
Group reading	9	8	-1
Ruth Miskin	32	N/A	
WordShark	23	5	-18
Hi 5 Phonics	6	N/A	
Hums group	7	N/A	

The average reading and spelling gains in months over 12 month period (September 20 –September 20):

Reading age improved by average of 14 months per student.

Spelling age improved by average 11 months per student.

Numeracy support strategies and impact

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.

- 39 students received additional numeracy one hour a week throughout yr 7
- 16 student received Numbershark intervention 30 mins a week for 10 weeks or longer.

50 students were on target to meet their GCSE target - 91%

5 students were below their GCSE target - 9%.

26 students are PPG

24 are on target - 92%

2 are below target - 8%

29 students are non-PPG

26 are on target - 90%

3 are below target - 10%.

Numbershark

16 students - 100% have made progress with Times tables and/or Multiplication work problems.

6 students are PPG

All have made progress - 100%

10 students are non-PPG

All have made progress - 100%

Numeracy Intervention

39 students in numeracy Intervention

34 students were on target to meet GCSE targets - 87%

5 students were below their GCSE target - 13%

We studied 3 main areas during intervention.

Number, mental maths and times tables.

Number

20 PPG students

19 on target 95%

1 below target 5%

18 Non-PPG students

17 on target 94%

1 below target 6%

Mental Maths

20 PPG students

19 on target 95%

1 below target 5%

18 Non-PPG students

15 on target 83%

3 below target 17%

Times Tables

20 PPG students

19 on target 95%

1 below target 5%

18 Non-PPG students

17 on target 94%

1 below target 6%

