

## **Catch Up Funding – Impact Report 2018-19**

The Government allocates extra funding to support those pupils in the current Year 7 cohort who did not achieve the expected in reading and/or mathematics.

### **Summary**

NMS received £7980 towards catch-up funding in 2018-19 and received this in March 2019. The core faculties and SEND/inclusion have worked together to deliver a busy programme of catch-up intervention for students identified as 'Not Secondary Ready'. The highest demand was on writing catch up where 31 students have required some provision. This was followed by Maths where 21 students need catch-up support. In reading this number was just 15. For some students, their work at secondary school and the results of CATs tests early in Year 7 has demonstrated the gap for these students had already closed, in which case they have not been included in the programme of support. A breakdown of activity and impact is provided below.

### **Maths**

Of the 18 students identified on entry as suitable for Catch-up intervention:

- 78% (14) of them have received a programme of support and of these 14:
- 64% (9) have increased their grade
- of which
  - 50% (7) have increased by 1 grade
  - 14% (2) have increased by 2 grades
  - 21% (3) have made progress but not sufficient to be SR
  - 7% (1) have followed the basic numeracy programme through Inclusion
  - 7% (1) has made little measurable progress.

All 4 students who have received no catch up intervention no longer require additional support.

### **Reading**

Of the 12 students identified on entry as suitable for Catch-up intervention:

- 83% (10) of them have received a programme of support and of these 10:
- 80% (8) have improved sufficiently from intervention to have graduated the programme
- 20% (2) are continuing to receive intervention .

Of the 2 students yet to receive a programme of support, 1 has needs that suggest the issue is not related to literacy and Inclusion are currently working on this. The other joined the school late in the year and English are awaiting assessment data to decide appropriate provision.

### **Writing**

Of the 28 students identified on entry as suitable for Catch up intervention:

- 68% (19) of them have received a relevant programme of support and of these 19:
- 16% (3) are receiving Wave 1 intervention and making good progress in line with their forecast.
- 32% (6) have 'graduated' or will after Easter from English programmes
- 26% (5) are making slow progress and will continue with the English support programme
- 11% (2) has received the SPAG booster programme through Inclusion
- 5% (1) struggles with attendance and will take part when this has stabilised
- 5% (1) has been identified as needing support such as a laptop to improve writing.

Of the 9 students who have not received intervention, 4 no longer require additional support in this way.

5 students are currently waiting catch-up support with writing and work will be ongoing in the future to support students making the necessary progress.

### **Catch-up Provision Plans 2019-20**

NMS anticipate receiving levels of funding for Catch-up provision this year based on similarities of the cohort our plans are as follows:

#### **English**

This provision will initially prioritise reading over writing. Reading intervention will focus on small group inference skills with the English HLTA. For writing, the first half term will allow class room teachers to reach a more refined understanding of what the barriers are for NSR students and also, where possible deliver Wave 1 in-class intervention and take note of any improvements that have been made.

#### **Reading**

Intervention will focus on inference skills. The criteria for graduation is an improvement in inference from start to finish of input. This will vary depending on starting point. The groups are arranged roughly by ability (Group 1 have the lowest reading scores, Group 2 have scores in the mid 90s, and Group 3 are closest to working at expected level).

At the end of Half-term 1 HLTA/KS3 English Lead will assess progress. Potentially the lower groups could continue but work on the harder materials. Those who will graduate by half term will significantly reduce the number of groups and allow the Year 7 intervention for writing catch-up intervention to start.

#### **Writing**

The writing intervention will focus on basic skills. This will also run for a half term. We'll survey the Year 7 teachers before the end of this half term so we can ascertain the main problems that warrant intervention. In the past we've focused on sentence construction and spelling but we won't make that decision until we've seen where the real problems are.

#### **Maths**

There are 29 students who gained a scaled score of less than 100 - 9 of these did not take SATs. These students are currently taking Maths lessons in mixed groups - 5 tutor groups.

For first 5 weeks they have supported by the Maths HLTA rotating through the 5 classes. This has enabled teaching staff and WVO to assess most acute needs and build relations and readiness for support that can be built upon later.

In the 5th week we do an assessment. As well as enabling us to form two Challenge groups this allows us to reassess the level of all students. At this stage in previous years the below secondary ready cohort has typically halved as we convert borderline students and bring forward others quickly with our short period of specialist input.

This is based on our GCSE style assessments and the bottom of GCSE gradings being analagous with 100 scaled score.

The remainder of the NSR cohort will now be concentrated in 3 groups with a relative increase in support from the Maths HLTA in lessons. Students in most acute need will also receive extraction support sessions during registrations and some non-core lessons.