

Y7 Catch Up Funding impact report for 2017-18– Reading and Maths.

There are 41 Year 7 students eligible for Reading Catch Up funding as their reading levels are below the national average stanine score on entry at Key Stage 2. There are 24 Year 7 students eligible for Numeracy Catch Up funding as they are of similar ability for numeracy. 24 students receive both reading and Numeracy support. Funding is from the Cost centre 710 – Catch Up is allocated as £500 per pupil per annum.

The provision is as follows: **Reading:** The students are withdrawn from non-core subjects on a carousel for an hour a week. Sessions take place in the library. They work with one of the reading consultants, Ms Susan Bence (retired English consultant). The sessions are one adult to 2- 4 students and are based around teaching phonics, guided reading and using the Accelerated reader programme. The sessions are personalised around the individual pupil or small group need and impact is tracked via feedback from the reading consultant and from results of the STAR tests. Students also receive reading support from tutors in DEAR time, from English teachers, and from the whole school focus on literacy. We have invested in new stock for the guided sessions (sets of fiction and non-fiction texts aimed at Level 3a and Level 4 and at reading ages 8-11years).

Numeracy: The students are withdrawn from their tutor time and in Maths lessons they receive additional support from Lyn Wilson (HTA Maths). Sessions take place in a small breakout room in the Maths department. Students work in small groups of up to 4 at a time. Students work through the scheme of learning for Year 7, designed specifically to support students working below Level 4 in Maths. The provision did not have an impact on their outcomes and so we have stopped that initiative and have a new approach, using an experienced TA from a successful local Primary school and some teacher provision within school to give the eligible students additional provision that has impact. We will review this half termly. The Y8 will continue to receive additional support to ensure they catch up during Y8.

Provisional Funding and Expenditure on cost centre 710 for the year 2017-18

Total for Year 7 Provision	£26,500
Maths Tuition for Year 7 – 24 students	£13,000
IT Infrastructure Includes contribution to Accelerated reader	£2,500
Resources and texts Includes new group readers and fiction and non-fiction texts	£1,500
Year 7 Reading tuition -41 students	£9,500

**there was additional unspent funding in 2015-16 which was brought forward to 2016-17 of £19,500 mid-year. The programme was extended to Y8 last year during the academic year (March 2017) to help to support the Y7 catch up students in their second year; we were able to spend £6,500 helping students in Y8- the impact data showed this to be a worthwhile spend, as Y8 students made significant progress in their reading ages (+7 months on average over the 3 months they received intervention). The rest of the funding amount has been carried forward to 2017-18, where we have allocated £13,000 to the staffing budget for an High Level Teaching Assistant in Maths, who works directly with the catch up students in Maths and therefore a proportion of her salary was costed to 710. This year we had a larger cohort size of eligible Year 7s for reading from 12 to 41 and so more students on the early intervention programme in year 7. This increase is in part due to the fact that the CUF is provided for 'those below national standards' and so can be interpreted as any student under 100 stanine score for KS2 reading tests, rather than those below L3 in previous years- our eligible cohort increased this academic year. This provision is in addition to the SEND reading programme, which some of the CUF students are also eligible for, which is a 10 weeks phonics and reading support programme, funded separately from the Learning Support budget.*

Table 1a. Growth in READING

Progress in months	Sept 17	July 18	Months progress
Y7 reading (all)	11:02 baseline	11:10	+8
CUF reading (41 students)	9:01 baseline	9:06	+5

Table 1b. Growth in Maths subgrades for Catch up numeracy group

Maths Teacher Assessments	Baseline		Feb 18		May 18		Jun 18	
	Average Points/Grade	% on track	Average Points/Grade	% on track	Average Points/Grade	% on track	Average Points/Grade	% on track
Catchup Numeracy	1.19 / 1-	73.9%	-0.86 / PG2-	91.3%	-0.86 / PG2-	91.3%	-0.86 / PG2-	91.3%
Non Catchup	1.25 / 1-	98.5%	0.95 / PG3+	88.2%	1.11 / 1-	88.9%	1.23 / 1-	88.2%

STAR Reading Summary July 2018– growth in months for cohorts in Year 7-9.

Groups	Year 7 +months since Sept	Year 8 +months since Sept	Year 9 +months since Sept
Overall	+8	+7	+2
Boys	+7	+9	+3

Girls	+8	+5	+1
SEND	+5	+6	+5
PP	+3	+8	+4
Non-PP	+8	+6	+0
CUF	+4	NA	NA

Qualitative data – statements from the Year 7 student voice Catch up readers’ questionnaire

‘I like coming here because sometimes there are words that I can’t read and miss helps me. I feel I’ve improved in reading. I am more fluent with working out the words quicker. It helps me read my fishing magazine every week.’

‘It’s fun. It kind of helps me with spelling. My mum and dad say I need proactive with reading out loud and that’s what I do in this group.’

‘I do think I’ve improved because I can now understand more challenging words. I just think I’ve done better. I keep looking at my reading log and most of them are 80-100% now. And my STAR tests have gone up a lot. I do harder books now. I’m happy to be here.’

‘I like coming to this group. I can read harder books. I’m finding words easier to pronounce. I like doing the quizzes because I can now understand what I need.’

‘I love coming to this group. It makes me much better at reading. Practice makes perfect.’

‘I enjoy coming to the group because it gives me a chance to read more books and improve my reading age. Where I struggle in English, this helps with my reading.’

‘I like reading. I get to read aloud. I read with much better expression now.’

‘I have learnt that I need practice.’

‘It is improving my reading. I can read bigger books and I’m confident at reading bigger words. It helps me pick what book I like.’

L. Foster. Assistant Head. July 2018