

# Year 7 Catch Up Funding

## Context of Academy

De Warenne Academy is secondary school which serves the communities of Conisbrough and Denaby Main. Denaby Main forms a significant part of our catchment area, and is in the top 1% most deprived areas in the country. The proportion of pupils known to be eligible for support through the pupil premium is well above the national average. We have been an academy since conversion in 2009 and are part of the Delta Academies Trust. The trust provides the academy with support at all levels and strives to deliver the high quality provision needed to allow all of our students to achieve their full potential.

Number of students who did not meet standard at the end of KS2	74
Number of students that did not meet standard in reading	52
Number of students that did not meet standard in maths	59
Number of students that did not meet standard in reading or maths	36

We believe that effective and rapid intervention is required to support these students to gain the vital skills they need as they become young adults. We recognise that students require a range of interventions that boost academic progress and other students may benefit from a variation in learning styles and interventions that are available to boost their confidence and self-esteem.

## Objectives of Year 7 Catch Up Funding

- To diminish the differences in attainment by providing literacy and numeracy support to those entitled to 'Catch up Funding'.
- To use baseline data from the KS2 exams to identify key gaps in knowledge and develop intervention strategies.
- To use the question level analysis function (QLA) in the Analyse School Performance (ASP) service to identify specific areas to focus on with new year 7s
- To raise the esteem and improve the confidence and social skills of those students with greatest need.
- To support existing provision to ensure students make the best possible progress.

## Amount of Year 7 Catch Up Funding Received 2018/19

Number of children who did not achieve at least 100 in reading and/or mathematics at KS2	74 (51%)
Total Year 7 Catch Up Funding (Estimated)	£ 18 000

## Summary of Year 7 Catch Up Funding Spend

- To provide accurate assessment of needs and impact.
- To support additional specialist literacy and numeracy intervention provision.
- To set up and implement the accelerated reader program across year 7 from October half term.
- To allow the delivery of the Ruth Miskin 'Fresh Start Programme' and the 'Nessy' programme to support reading and literacy for less able students.
- To provide 1 to 4 support for a small cohort of students through the use of the library, including the development of social skills and confidence.
- To train staff and sixth form students to provide literacy and reading support.
- To encourage reading outside the English classroom to boost literacy.
- To improve mastery of key mathematics skills.

# Year 7 Catch Up Funding

## Year 7 Catch Up Funding by Item/Project 2018/19

Item/Project	Cost	Objective
Literacy co-ordinator in place to manage Y7 English interventions.	£1 250	<ul style="list-style-type: none"> <li>To identify concerns and target interventions.</li> </ul>
Literacy co-ordinator baseline and retests all Y7 students.	£1 000	<ul style="list-style-type: none"> <li>To assess the effectiveness of interventions.</li> </ul>
Ruth Miskin Specialist literacy programme for key Y7 group.  Additional English curriculum time.	£2 500	<ul style="list-style-type: none"> <li>Students follow phonics programme to improve literacy skills leading to above average improvements in reading ages.</li> <li>They can then graduate to sound training once they have successfully completed the phonics modules.</li> </ul>
'Nessy', literacy programme to support students in independent reading, writing and spelling, led by a literacy and dyslexia specialist.	£650	<ul style="list-style-type: none"> <li>To improve reading, writing and spelling confidence of students contributing to improved attainment in all subjects</li> </ul>
Accelerated reader to be introduced from October half term and implemented from Y7 upwards.  Star Reader assessment programme.	£4 500	<ul style="list-style-type: none"> <li>To encourage engagement in reading. To encourage reading for enjoyment.</li> <li>To accurately assess reading ages which will be used to form intervention group and monitor progress of reading ability.</li> </ul>
Literacy support programme to be provided through the library 5hrs per week.	£4 000	<ul style="list-style-type: none"> <li>To improve reading confidence of students contributing to improved attainment in all subjects</li> </ul>
Year 7 homework club set up to support students. Staffed by SENCO and Literacy specialist LSA.	£5 000	<ul style="list-style-type: none"> <li>To allow students with literacy and numeracy weakness to receive additional support.</li> <li>Allow students to complete homework in an academic environment.</li> </ul>
One to one targeted numeracy support in the bridge for targeted students.	£2 000	<ul style="list-style-type: none"> <li>To develop student numeracy skills and increase confidence in mathematics.</li> </ul>
Maths mastery programme in place for Y7. CPD provided for staff.	£500	<ul style="list-style-type: none"> <li>To develop basic numeracy skill and confidence of target students.</li> </ul>
<b>Total Year 7 Catch Up Funding Expenditure</b>	£21 400	
<b>Total Year 7 Catch Up Funding Received</b>	£18 000	
<b>Additional academy funding</b>	£3 400	

## Impact Statement - Term 1

- Following the Nesy program, one student, in the first half term made over 1 year and 3 months' worth of reading progress in 7 weeks and 3 students made a combined reading age improvement of 2 years and 3 months (this reading data is based on Suffolk reading test due to star reading tests not being available until October).
- Phonics impact - After the first half term, 5 students had made the combined progress of 4 years and 5 months. Two students made over one year's progress, one of these students is a disadvantaged, low ability boy, who made the most progress over all in 7 weeks (1 year 3 months). In the second half term, 5 students made the combined reading age progress of 3 years and 10 months. Overall, out of 10 students who began the phonics programme in September, 2 students were referred back to mainstream lessons as their reading age data showed that they were in tolerance of age related expectation. Out of the 8 students left, 7 made reading age progress. The student who entered Y7 with the lowest reading age of 6 years and 8 months (low ability, pupil premium boy) has made reading age progress of 1 year and 9 months in 15 school weeks. The 7 boys in the group made a combined reading age improvement of 4 years and 11 months in half term 1. Please note that all students completing the phonics programme have access to Nesy intervention too.
- Currently the average reading age for students who are eligible for catch up funding is 8 years and 4 months. On average, these students by the end of Autumn term one had read 7,318 words each, they have taken 236 total quizzes and 177 of those students have passed at 80% or above. The total average pass rate for the quizzes is 71.2%. Due to Accelerated Reader starting in October, we do not yet have a full terms data in order to measure progress.
- On average, Delta Trust Average learning hours per pupil- 4.4, De Warenne Y7 Students that receive catch-up funding Average learning hours- 4.3. We are aiming to be above average by the start of summer term 1. Any student who falls in the bottom 10% receive additional intervention afterschool with maths teachers.
- Based on Autumn 2 data collection, 92% of eligible students are on target to meet or exceed their KS4 target in English. Of this 92%, 57% are expected to achieve a grade 4 or above.
- Based on Autumn 2 data collection, 84% of eligible students are on target to meet or exceed their KS4 target in math. Of this 84%, 66% are expected to achieve a grade 4 or above.

## Impact Statement - Term 2

- Following the Nessy program, 6 students have made the combined reading age progress of 5 years and 6 months across term 2. One student made 2 years and 9 months reading progress (dyslexic student). Low ability, disadvantaged boys have made a reading age improvement of 4 years and 1 month in term 2. (This reading data is based on Suffolk reading test due to star reading tests not being available until October).
- Phonics impact - During half term 2, 7 students made a combined reading age progress of 3 years and 2 months. Two students made over one year reading progress. One student's reading age was is now in line with age related expectation resulting in him being referred back to mainstream English for term 3. Between September and Easter, these students have made a combined reading age improvement of 11 years and 5 months. The 5 boys which were tested at the end of half term 2 made a combined reading age improvement of 2 years and 10 months.
- At the launch of AR, the average reading age of students was 8 years and 4 months. These students have read 3, 349, 381 words since November, taken 1,098 quizzes (456 in Spring 1). Between November and April the average pass rate of these students is 69.1%, despite this looking like a drop since last half term, we increased the pass rate form 85% to 90%.
- On average, Delta Trust Average learning hours per pupil in the Spring term was 5.45 hours. De Warenne Y7 Students that receive catch-up funding Average learning hours- 2.97 hours. Any student who falls in the bottom 10% receive additional intervention afterschool with maths teachers.
- Based on KS2 data 52 students were below in reading. Based on the summer 2019 data collection, 92% of eligible students are on target to meet or exceed their KS4 target in English. Seven students were not predicted to reach their target. Of the 92%, 57% are expected to achieve a grade 4 or above.
- Based on KS2 data 61 students were below in maths. Based on the summer 2019 data collection, 84% of eligible students are on target to meet or exceed their KS4 target in math. Twenty two students were not predicted to reach their target. Of the 84%, 66% are expected to achieve a grade 4 or above.
- Based on KS2 data 36 students were behind in both reading and maths. Based on the summer 2019 data collection only one student was predicted to achieve below both their English and maths target.

## Impact Statement - Term 3

- Overall, the data shows that 14 learners made a combined reading age improvement of 12 years and 1 month. However, four of these students failed to complete the Nessy program due to inclusion reasons or achieving ARE during the first two terms. Therefore 10 students made 12 years and 1 months reading progress. The 6 low ability, disadvantaged boys who completed the Nessy program made a combined reading age progress of 7 years and 9 months over three terms. (This reading data is based on Suffolk reading test due to star reading tests not being available until October).
- During the summer term, students passed 324 books with the higher pass rate of 90% which totalled 2,037,088 words read. Of this, 50 students read over 10,000 words. It is important to note that the average book level difficulty increased and produced lower quiz ratings (lowest book level was 2.9-4.2 in November, compared to June was 3.2-5.1), however much higher quality books were being read.
- Catch up students have read a total of 5,245,394 words with 1086 quizzes being passed from November-June, two of which read over 230,00+ words in total. At launch, the average reading age was 9:03 and by June this had seen a 6 month increase. 9 students did not re-test due to absence during testing periods. They were unable to be retested before the testing period closed. 20 students have made over 1yr improvement to their reading age, whilst three students improved by over 2yrs. 15 of the students now meet age related reading expectations by the end of Y7.
- De Warenne Y7 students who received catch-up funding average Hegarty learning hours for the final term was 2.27 hours. Any students who were completing 0 hours or were not completing their homework set by their maths teacher were given additional intervention afterschool with a maths teacher.
- The average score for the final end of year assessment for year 7 was 48 (47.55). Using this information; 8 students who received catch-up funding got higher than average compared to Delta. Using the grade boundaries for the final assessment that are provided by Delta; 21 students gained a grade 4 or higher with a further 7 students only being 5 marks away from the 4 boundary. 5 students who received catch-up funding did not take the end of year assessment (3 of which have not taken any of the assessments all year so have no data available). When comparing the score from the final end of year assessment to the first assessment completed at the start of year 7, 2 students made a positive increase overall, 2 students kept the same score and all other students had lower marks ranging from 1 to 25 marks.
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## **Suggestions for 19/20:**

- Continue to use the Nessy program as it is shown to help improve reading ages of children and engage disadvantaged boys.
- Liaise with English and Maths HODs in order to pull together interventions from across the departments; to ensure we have a more focused and robust intervention plan in place to develop learners in maths and English compared to the previous year.
- Invest in Nessy numeracy in order to have a basic numeracy intervention package.
- Use the star reading tests and GL Assessment reading to assign reading intervention and discontinue the use of the Suffolk reading test.
- Continue 1-2-1 reading with the bottom 20 students who are identified by star reading tests and GL Assessment reading tests using Accelerated Reader after school. This will be completed by LSAs
- Continue to deliver phonics within the nurture provision.
- Work with literacy coordinator to develop literacy strategy for catch up students.