

Year 7 Catch Up Funding 2019-20 – Impact and Evaluation Statement (Covid 19)

Context of Year 7 2019-20

In 2019-20 (240 started, 238 on roll now) Year Seven pupils entered Horbury Academy; of this cohort 43 pupils are in receipt of Year Seven Catch up Funding to support their development in numeracy and literacy.

Nationally, pupils achieved an average scaled score in reading of 105, the average scaled score in mathematics is 104 and the average scaled score in grammar, punctuation and spelling is 106. 43 of our Year 7 pupils scored below 96 in either Reading or Mathematics at Key Stage 2.

Objectives of Year 7 Catch Up Funding

- ✧ To close the gap by providing additional supplementary literacy and numeracy support thereby raising the attainment of those pupils entitled.
- ✧ To raise engagement in literacy and numeracy of those pupils in receipt of the funding particularly focusing upon reading for pleasure.
- ✧ To enhance the existing literacy and numeracy provision within the Academy.
- ✧ To identify concerns and provide targeted interventions in order to accelerate the rapidity of pupil progress in literacy and numeracy
- ✧ To intervene quickly where an intervention is shown to fail to have impact and implement an alternative more appropriate intervention.
- ✧ To ensure pupils are supported to develop emotional literacy skills – this is particularly important for pupils who may be affected by mental health or personal issues.
- ✧ To ensure parents are properly supported to understand how their child is progressing in Literacy and Numeracy and are provided opportunities to further extend and develop this learning in a home context.

Amount of Catch up Funding Received in 2019-20

Number of children who did not achieve at least a score of 96 in reading and/or Mathematics at Key stage 2	43 pupils below 96 in reading and/or Mathematics
Total year 7 Catch up Funding Grant	£15,353.

Summary of Year 7 Catch Up Strategies

- ✧ Small group classes for pupils not achieving 96 in reading and/or mathematics.
- ✧ Additional specialist literacy support in personalised and targeted small group provision for those below a reading age of 10 years 3 months.
- ✧ Support of specialist literacy and numeracy Learning Mentors in English and Mathematics lessons.
- ✧ Targeted Learning mentor support that specifically supports pupils' wellbeing and attempts to overcome individuals' barriers to Literacy and Numeracy through coaching and mentoring.
- ✧ Access to targeted homework clubs at lunch times and after school that provide specific additional support for Literacy and Numeracy. (These are a staffed provision and pupils identified as needing additional support are targeted and invited to attend these sessions)

Item/project	Cost	Strategy and objective	Impact
English: Targeted Literacy Group	Colleague costs are accounted for across both the year 7 catch up funding and pupil premium salary costs.	All Year 7 pupils are testing on arrival to the Academy using the Salford Reading Test. This tests reading and comprehension. Pupils with a score of 10.3 and below join an English Literacy Group. Pupils with a reading age of below 9.6 receive reading intervention (see below). The group has four lessons of English a week and are re-assessed termly to monitor progress. Pupils work through an expanded reading scheme of work outside of the main Year 7 scheme. Pupils have 30 minutes access to the LRC each week, they are expected to select a reading (fiction) book of their choice and read silently for this time. Pupils will complete a Literacy activity for 30 minutes per week. This will range from spelling activities, to in depth reading comprehension.	This project enabled a bridging unit from Year 6 to Year 7 for the pupils who had achieved below 96. The teacher led the first term through a range of comprehension and class reader activities, whilst also targeting SPAG skills once per week. The expanded class reader scheme allowed for a greater development of close reading skills to be embedded. The group had a positive personal experience with the LRC, attending once a week for an hour. They worked on silent and group reading skills and completed Literacy activities with LRC staff. COVID 19 stopped the development of the writing scheme taking place. 12/16 pupils made progress from below expected in their reading skills at the beginning of the academic year to at or exceeding expectations considering their starting point at data point 2.
English: Reading Matters Intervention	Colleague costs are accounted for across both the year 7 catch up funding and pupil premium salary costs.	The cohort of pupils identified for Reading Matters support fit in to one of the qualifying criteria – they have a reading age at or below 9 years 6 months using the Salford Reading Test. They are on the SEND register or have PP status. All pupils eligible for the Catch-Up Premium will access weekly Reading Matters Intervention with reading support and external volunteers. This will	The expectation is that every pupil makes at least 3 months progress per term. From Sept 2019 – Dec 2019 25 pupils accessed RM intervention. 20 of these pupils were in Y7. 14 of these pupils had PP status. 14 of these pupils required SEND Support. 1 pupil had an EHCP. 8 pupils had a Pen Portrait. 4 pupils made + 9 months increase in their reading age. 8 pupils made + 6months increase in their

		<p>allow us to provide more one-to-one opportunities with reading and discussion.</p> <p>All pupils that participate are assessed termly using the Hertfordshire test. Progress is documented and shared with relevant colleagues.</p>	<p>reading age. 6 pupils made + 3 months increase in their reading age. 1 pupil's reading age increased by 1 year from their starting point. 1 pupil's reading age remained unchanged (significant learning difficulties). From Jan 2020 – March 2020 19 pupils accessed RM intervention. 13 of these pupils were in Y7. 10 of these pupils had PP status. 10 of these pupils required SEND Support. 1 pupil had an EHCP. 6 pupils had a Pen Portrait. 6 pupils made + 6months increase in their reading age. 7 pupils made + 3 months increase in their reading age.</p>
English: Handwriting Group	<p>Colleague costs are accounted for across both the year 7 catch up funding and pupil premium salary costs.</p>	<p>Identified pupils meeting during form time weekly to access further support with handwriting. Led by Kath Farrell for one hour a week.</p>	<p>Identified pupils were assessed and due to the nature of their handwriting all pupils were allocated a laptop to use for their work. The handwriting group did not continue.</p>
Maths: Numeracy support	<p>Colleague costs are accounted for across both the year 7 catch up funding and pupil premium salary costs.</p>	<p>Identified pupils through KS2 SATs to be below expected progress join a targeted Maths Group. The group has four lessons of Maths a week and are re-assessed termly to monitor progress.</p>	<p>This enabled the teacher to differentiate specifically for the needs of these pupils and enabled them to receive targeted and specific help based on each of their needs. The progress of all the pupils in the group increased. Pupils A, B, C, D, E, F and G all improved their progress by an average of 23%, 7% 23%, 4% 35%, 54% and 27% respectively. This was an average class increase of 24%</p>
Maths: use of online learning platform to promote further work at home.	<p>Covered through a different budget.</p>	<p>Identified pupils will have access to online learning programme to develop and reinforce numeracy skills. Use of homework club and liaison with home to ensure usage.</p>	<p>The programme pupils had access to enabled them to practice basic numeracy skills that they were struggling with. This platform assessed the skills of each individual child and changed the difficulty of the questions when required. This resulted in a gradual build-up of the pupils' knowledge which has helped them in their maths lessons. Of the pupils that accessed the work from home, there was an average increase of 10% on their online assessment scores.</p> <p>This platform was particularly useful during the COVID19 pandemic in which pupils were working from home. It meant they could</p>

			continue to work on improving their basic numeracy skills from home which was a success. There was a 29% increase in Year 7 and 22% increase in Year 8 who were actively engaged in the Numeracy Booster materials.
Maths mentoring scheme	Colleague costs are accounted for across both the year 7 catch up funding and pupil premium salary costs.	All pupils eligible for the Catch-Up Premium will access weekly Maths Intervention. This year we are trialling KS4 Pupil peer tutors. This will allow us to provide more one-to-one opportunities for numeracy work.	This did not happen due to COVID 19
COVID-19 additional literacy support – <u>Literacy booster intervention</u> – continued literacy support during school closure using SMHW for Years 7 and 8.	Colleague costs are accounted for across both the year 7 catch up funding and pupil premium salary costs.	A new Literacy Booster group set up on SMHW and led by a Lead English teacher with the objective of ensuring pupils were engaged with their learning and continuing to develop their literacy. Tailored work set weekly for this cohort.	Main barriers were a lack of IT (remedied by loaning of laptops) and/or a lack of IT confidence within the home. Impact increased following numerous phone calls home to support with IT issues. From the beginning to the end of the programme, there was a 10% increase in Year 7 and 16% increase in Year 8 who were actively engaged in the Literacy Booster materials.
COVID 19 – additional numeracy support – <u>TTRockstars</u>	Colleague costs are accounted for across both the year 7 catch up funding and pupil premium salary costs.	A new interactive maths app bought in (TTRockstars) to support with timetables fluency.	Main barriers were a lack of IT confidence within the home. Impact increased following numerous phone calls home to support with IT issues. From the beginning to the end of the programme, there was a 29% increase in Year 7 and 22% increase in Year 8 who were actively engaged in the Numeracy Booster materials.