

# The use and impact of Catch Up funding

The school receives funding to support students who enter Year 7 with below expected attainment in Reading and or Maths. This funding is known as 'Catch Up' and the school receives additional funding to support these students and accelerate their learning in Year 7. For the Year 2018-19 the amount of funding received reflects the overall funding received in 2017-18 but is adjusted to reflect the change in size of the cohort based on the October Census.

At Todmorden High School we use this funding to provide targeted short term Literacy and Numeracy Intervention designed to accelerate progress in these areas. After an initial assessment of need, gaps in learning are identified and bespoke programmes of study are developed and delivered which are designed to ensure students make rapid progress in these areas.

Intervention Teams work closely with the Maths and English faculties when developing personalised programmes to ensure links to the curriculum are included.

## Catch Up Premium Allocations

Below is a breakdown of the Catch Up allocations received over the past and current academic year.

	<b>Below 100 score Reading</b>	<b>Below 100 score Maths</b>	<b>Below 100 score Reading and Maths</b>	<b>Funding allocation</b>
<b>2017/18</b>	39	45	30	£11609
<b>2018/19</b>	38	56	24	£12392
<b>2019/20</b>	49	68	27	£12196

These numbers are calculated via the October Census and do not account for students added or taken off roll after this date.

# Impact of 'Catch Up' funded Intervention strategy

In September 2017 69 students joined THS with a standardised score of less than 100 in Reading, or Maths or both.

These students received support targeted at their specific needs throughout Year 7.

Targeted interventions include:

- Targeted literacy intervention groups
- Accelerated Reader
- Reading recovery groups
- Numeracy Intervention groups

# Progress Indicators

## Reading Recovery and Targeted Literacy Intervention Impact

Our Literacy Mentors are trained teachers at Secondary and Primary level with one also specialising in supporting students with Dyslexia. Their experience and qualifications ensure they have the necessary skills to support the delivery of specialist literacy programmes to students with a variety of barriers to learning.

### Year 7—Literacy 2018-19

Upon arrival all students who achieved a reading score below 100 at KS2 completed the Schonell Spelling and Reading Assessments and the Accelerated Reader STAR Reader. Students with a reading age at least 12 months lower than their chronological age were then allocated additional literacy sessions.

23 students received Literacy intervention. The remaining 12 students were monitored closely by the class teacher and also allocated to a reading group during focus sessions.

Schonell Reading and Spelling Tests completed in September and repeated in December and January Test scores determined the number of sessions each student received.

Y7 Literacy Intervention - Spelling / Reading Age Improvements			
23 Students			
	Term 1	Term 2	Term 3
0 Year Improvement	11	6	3
1 Year Improvement	12	10	7
18 month Improvement	6	9	10
2 Year Improvement	2	4	5

### **Commentary**

Of the 23 students receiving literacy intervention sessions, 11 students have made better than expected progress with a 2yr + improvement in their reading ages over the time. 7 students have made 1yrs improvement with 3 students making less than 1 year's improvement. Students making less than 1 years improvement have made progress but not significantly. These students will continue to be monitored and where appropriate, intervention will be allocated. For September 2019 we have appointed a primary specialist focused on accelerating the progress of students who

join us with a SATS score below 100. We have also introduced Access Reader and Access Maths tests to plan and monitor interventions more accurately across a variety of skills.

# Numeracy Intervention Impact – Diagnostic Skills Test Results

## Year 7— Numeracy Intervention—Cohort 2018-19

Number of weekly sessions dependent on individual student needs.

Completed Diagnostic Assessment in September and December.

Students will re-assessed at the beginning of the Summer Term to monitor retention of skills.

<b>Y7 Numeracy Intervention</b>		
19 Students		
% test score	Initial Assessment (%cohort)	End of Year Assessment (%cohort)
20-30%	5.3%	0%
30-40%	0%	5.3%
40-50%	10.6%	5.3%
50-60%	42%	10.6%
60-70%	5.3%	10.6%
70-80%	26.5%	15.9%
80-90%	5.3%	31.8%
90-100%	5.3%	21.2%

### **Commentary**

Students are identified for targeted Numeracy support in a number of ways. The first cohort of students are those who enter Year 7 with a KS2 score below 100. This group complete the diagnostic assessment which focuses on the four operations and this assessment is used to dictate the number of sessions each student requires.

For students who score well on the diagnostic assessment but still scored below average at KS2. Class teachers monitor these students closely and refer to numeracy intervention if a student is struggling with a key concept and needs additional support.

Data shows that students completing the Numeracy assessment improved in their ability to perform the four operations effectively. This is evident from the improvement in the percentage mark achieved on the end of year assessments in comparison to their initial score. 100% of students improved their score by a minimum of 10% with 69% students achieving over 70% accuracy in their end of year assessments compared to 37% in the initial assessments.

For September 2019 we have introduced Access Maths Assessments to give a more detailed profile of strengths and areas for development for each student. This will be used to inform intervention approaches.

**Impact from term 1 September 2019 – December 2019**

- 63% students receiving support in ‘The Key’ for reading have made progress in their standardised reading score in the Autumn Term.
- 26% of students have ‘caught up’ to a standard score of 100 or above and have be reintegrated back into lessons
- 66% of students receiving support in ‘The Key’ for Maths have improved their standardised scores
- 44% students have ‘caught up’ to a standard score of 100 or above and have returned to lessons.
- Those returning to class will continue to be monitored by class teachers.

**Impact from term 2 and 3 January - July 2020** \*no data is available due to COVID 19

- 54% of those pupils taught at Yr 7 in The Key for Reading, continued to have this into their yr 8 year.
- 44% of those pupils taught at Yr 7 in The Key for maths, continued to have this into their yr 8 year.
- 54% of those pupils taught at Yr 7 in The Key for Reading, continued to have this into their yr 8 year.
- There has been an increase of 40% for yr 9 (20-21) receiving maths support in The Key compared to those in the group when they were yr8. This is in response to requests from pupils who struggled with maths in lockdown and felt they had taken a backwards move.
- Lists of pupils to be monitored have been compiled for pupils who did not complete the full year program to ensure that progress is made and assessment.

**Cohort 2020 – 21**

Due to lockdown in March – July 2020, the present yr 7 cohort did not sit their SAT examinations in May 2020. They were as a result of this and as they had had no schooling since March 2020 given a longer transitional period in school and testing using Access Maths and Access Reading did not occur till Oct 2020.

The results for these assessments are as follows \*:

Support	Reader	Maths
* The Key support: Standardised Score of below 85	14 children 9%	29 children 16%

** In class support: Standardised Score of 85-100	33 children 18%	81 children 46%
No support required: Standardised score above 100	131 children 73%	68 children 38%

\*Pupils in yellow will be assessed termly to gauge progress.

\*\*Pupils in green will be monitored in class at each data collection stage and should progress not be made, intervention be implemented as a result.