Year 7 Catch-up Funding 2017-18

Catch-up Funding is allocated to schools by the government for each Year 7 pupil who does not reach the expected standard in reading and maths at Key Stage 2. To date, the additional funding has been up to £500 per pupil. The government have confirmed secondary schools will receive the same overall amount of year 7 catch-up funding they received in 2016 to 2017, adjusted to reflect the percentage change in the size of their year 7 cohort, based on the October 2017 census. JCSC will receive this funding in February 2018.

In the academic year 2017/18, JCSC received Y7 catch-up premium totalling £14000. This was calculated based on the number of students that did not meet national expected standards in KS2 SATS:

Literacy	54
Numeracy	54
Both Literacy and Numeracy	42

We used the premium during this year to:

- Train a lead teacher and TA in the **Every Child Counts 'Success @Arithmetic 1: Number Sense'** programme [£900]

- **Inference Training package** for the HLTA and lead teacher**.** [£250]

- Purchase the **YARC Reading Test** for pre- and post- intervention evaluation. [£317.94]

- Participate in an **External Reading Project** to help engage students with reading (£100)

- Purchase **reading books** [£326]

                                                                                        SUB TOTAL: £1893.94

The remaining £12106.06 has been spent on staffing costs to:

- Deliver the **Every Child Counts 'Success @ Arithmetic 2: Calculation'** programme to all students that did not meet national expected standards at KS2 – 8-week intervention (2.5hrs per week) per child; delivered by a trained lead teacher and TA.

- Deliver **Fresh Start/ Lexia** to our weakest students for 2 sessions per week; delivered by a trained HLTA.

- Deliver **Inference Training** to students who lack the comprehension skills in reading- also delivered by a trained HLTA for 2 sessions per week.

                                                                                        TOTAL: £14000.00

Every Child Counts: Success @ Arithmetic

Success @ Arithmetic is an Every Child Counts numeracy intervention for pupils in KS2 and 3 who need support to become fluent at arithmetic. It helps them to make accelerated progress and to catch up with their peers, becoming more confident at calculation. Each child is assessed using the Sandwell Numerical Age Assessment before beginning the intervention. A trained TA specialist will deliver the programme in small groups (no greater than 4) over an 8 week period. Each week, a pupil will receive 3 x 50min sessions. Each child will then be re-assessed using the Sandwell Numerical Age Assessment at the end of the intervention to evaluate their progress.

During the academic year 2016-17, our trial of the Success @ Arithmetic intervention showed that on average students made 10.4 months of numerical age advancement across the 8-week period. We are confident that rolling this intervention programme out for a second year will result in the average numerical age increasing further.

As of September 2017, JCSC has become a partner school with Mathematics Mastery to re-design our approach to teaching mathematics. The Success @ Arithmetic programme works in parallel to this programme, providing pupils with additional time and small group teaching to master formal written methods of calculations and key mathematical language.

Fresh Start

This scheme is designed for pupils who experience considerable difficulty in reading because they read slowly, hesitantly and/or with a great deal of inaccuracy. It is a synthetic phonics based reading, writing and spelling programme which starts with the 44 phonemes of (most accents of) English and predominant graphemes for them, because the author maintains that difficulty in reading graphemes means difficulty in reading words, which will mean an inability to read text, which will inhibit comprehension. The scheme is structured and systematic, and relies on tailored, phonically regular yet age-appropriate texts to help students to close the gaps and make progress. Our weakest readers have started with this intervention to enable them to access the skills required to read.

Inference Training

This scheme focuses upon the band of children who fall within the normal range of cognitive ability, yet fail to comprehend fully what they read. The many skills needed to understand a text are broken down into manageable chunks: lexical elaboration, question generation and comprehension monitoring. Tasks are designed so that children can make links between the text and its meaning.

Lexia

Lexia is predominantly phonics based, beginning at initial letter level, and includes a simple comprehension element. Pupils work through the system independently and at their own pace.

Reading Project

An external reading programme, funded mostly by the National Lottery and delivered through Hexham Book Festival, with the aim of engaging students with reading. The programme involves students going on a trip to Woodhorn Museum and working with an external drama teacher in eleven workshops to produce written work and readings linked to the Woodhorn pit disaster in 1916.
This work will be performed for the public at the Miner's picnic in June 2018.

NAVIGATE ILLUMINATE SHELTER

Success @ Arithmetic: Calculation Results [updated July 2018]

Every Child Counts Success @ Arithmetic: Calculation Impact				
Average numerical age gain in months for the cohort = 9.0 months				
Student	**KS2 Numeracy <100 = not ARE**	**SEND/PP**	**Pre-Programme Numerical Age (months)**	**Post-Programme Numerical Age (months)**	**Numerical Age Gain (months)**
A	-	SEND	102	112	+10
B	94	PP	113	126	+13
C	82	PP	113	121	+8
D	92	PP	117	126	+9
E	84	PP	110	121	+11
F	97	PP	121	125	+4
G	90	PP	121	129	+8
H	89	PP	110	123	+13
I	97		117	129	+12
J	-		99	110	+11
K	88		115	121	+6
L	82		100	118	+18
M	84	PP	98	103	+5
N	95		114	123	+9
O	96	PP/SEND	120	130	+10
P	93	PP	123	127	+4
Q	84		106	113	+7
R	89		118	124	+6
S	89		105	129	+16
T	87		121	129	+8
U	94		121	126	+5
V	84	PP	111	123	+12

W	89		120	128	+8
X	90	PP	117	130	+13
Y	93	SEN	120	130	+10
Z	89	PP	120	126	+6
AA	90	PP	113	119	+6
AB	87	PP	117	124	+7
AC	89	PP	110	125	+15
AD	91		119	124	+5
AE	96		119	126	+8
AF	97	PP	121	131	+10
AG	96	PP	125	131	+6
AH	94		124	133	+9
AI	90		121	127	+7

*16 students received the intervention during the Autumn term 2017 [A – P]. A further 13 students received the intervention during the Spring term 2018 [P – AC]. A further 6 students received the intervention during the Summer term 2018 [AD – AI]

NAVIGATE ILLUMINATE SHELTER

Inference Training/ Fresh Start/ Lexia Results [updated July 2018]

Student:	Scaled Score:	Type of intervention:		Comprehension Age / Start:	Comprehension Age End:	Comprehension Progress:	Reading Rate/ Accuracy Start:	Reading Rate/ Accuracy End:	Reading Rate/ Accuracy Progress:	Reading age Start:	Reading Age End:	Progress
A.	99			11:02	12:05+	+15	10:04/ 12:02	12:05/ 12:05	+25/+3			
B.	99			9:07	12:05+	+34	10:11/ 12:05+	12:05+/ 12:05+	+18/ 0			
C.	99	LEFT										
D.	98			10.02	12:05+	+27	12:05+/ 12:05+	12:05+/ 12:05+	0/0			
E.	97			8:10	12:05+	+43	11:03/ 12:05+	12:05+/ 12:05+	+14/0			
F.	97			8:05	12:05+	+48	10:04/ 11.11	12:05+/ 12:02	+20/ +3			
G.	97			8:05	12:05+	+48	9:05/ 11:11	12:05+/ 10:04	+36/-7			
H.	97			8:05	12:05+	+48	10:11/ 12:05+	12:05/ 12:05	+18/0			
I.	97			11.02	12:05+	+15	11:06/ 11:11	12:05/ 12:02	+11/+3			
J.	97			10:02	12:05+	+27	12:05+/ 10:04	11:04/ 12:05+	-13/+25			
K.	97			12:05+	12:05+	0	8:05/ 8:03	10:10/ 11:10	+29/ +43			
L.	96	LEFT										
M.	95			12:05+	12:05+	0	9:05/ 10:10	12:05+/ 12:02	+36/ +14			
N.	95			7:04	12:05+	+61	11:11/ 10:11	12:05/ 10:11	+6/0			
O.	95			8:10	12:05	+43	11:04/ 11:10	12:05/ 12:05	+13/ +7			
P.	95			7:04	12:05+	+61	12:05/ 12:05	12:05/ 12:05	0			
Q.	95			9:07	12:05+	+34	12:05+/ 9:10	12:05+/ 12:05	0/ +19			
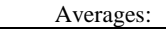
Name	No.		Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H	Col I
R.	95		7.04	12:05+	+61	12:02/ 9:02	11:11/ 12:05	-5/ +39			
S.	94		9:07	12:05+	+34	8:05/ 8:03	11:05/ 9:05	+36/ +14			
T.	94		11:02	12:05+	+15	10:11/ 12:05	12:02/ 12:05	+18/0			
U.	94		8:10	12:05+	+43	11:10/ 11.11	11:03/ 11:04	-7/-7			
V.	94		9:11	11.2	+15				9:00	10:11	+23
W.	93		7.10	12:05+	+55	12:02/ 12:05	12:05/ 12:05	+3/0			
X.	93		7.04	12:05+	+61	11:04/ 11:06	12:02/ 11.10	+10/ +4			
Y.	93		10:02	12:05+	+27	10:08/ 12:02	12:05/ 12:05+	+21/ +3			
Z.	92		10:07	11:6	+11				10:05	10:11	+6
AA.	92		11:06	12:00	+6				11:00	11:01	+1
BB.	91		11:2	12:00	+10				11:00	11:01	+1
CC.	91		7.10	11:02	+40	10:01/ 12:05	10:11/ 12:02	+10/ -3			
DD.	91		7.00	12:05+	+65	10:08/ 10:10	12:02/ 10:10	+18/0			
EE.	90		9:07	12:05+	+34	12:05/ 12:02	11:10/ 12:05	-7/+3			
FF.	90		8:05	12:05+	+48	12:05+/ 10.11	12:05+/ 12:05	0/ +18			
GG.	90		11:02	Absent	N/A				9:07	Absent	N/A
HH.	90		7:10	12:05+	+55	9:01/ 10:04	10:04/ 10:08	+15/ +4			
II.	90	LEFT									
JJ.	90	LEFT									
KK.	89		12:00	12:04	+4				11:03	11:03+	0
LL.	88		10:02	11:10	+20	12:05/ 11:11	12:05/ 12:05	0/ +6			
MM. *	88		10:04	11:10	+18				9:08	11:00	+16
NN. *	87		10:10	11:06	+8				10:10	10:11	+1
OO. *	87		11:02	11:10	+8	9:10/ 9:01	9:10/9:01	0	10:05	10:11	+6
PP. *	87		12:00	12:07+	+7				10:10	11:02	+4

NAVIGATE ILLUMINATE SHELTER

Name	Score	Intervention									
QQ.	87	[blue/red]	7:01	12:05+	+64	6:09/ 11:01	9:07/ 12:02	+34/+13			
RR. *	86	[purple/red]	7:04	12:05+	+61	9:00/ 9:01	9:07/ 10:10	+7/ +21	10:11	10:11	0
SS.	86	[red]	7:10	11:10	+48	11:03/ 10:04	11:10/ 9:09	+7/-7			
TT. *	85	[purple/red]	10:07	11:10	+15	8:01/ 9:01	9:10/ 9:01	+21/0	9:08	10:05	+9
UU.	85	[red]	8:05	11:10	+41	12:02/ 10.04	12:02/ 11:11	0/ +19			
VV. *	84	[purple]	12:00	11:10	-2				11:03	11:03	0
WW.	84	[purple/red]	8:05	12:05+	+48	10:01/ 12:02	11:03/ 12:05	+14/ +3	10:11	11:01	+2
XX.	83		LEFT								
YY. *	83	[purple/green]	12:00	11:10	-2				11:01	10:11	-2
ZZ. *	B	[purple]	7:00	7:07	+7				6:04	7:08	+16
AAA.	A		LEFT								
BBB. *	B	[purple]	12:00	11:02	-8				10:11	11:02	+3
CCC. *	B	[purple]	11:06	11:02	-4				10:11	10:11	0
Averages:					+29.5 months			+12/+6			+5

Intervention Key:

INFERENCE TRAINING- RED   LEXIA- GREEN

READING PROJECT- BLUE   FRESH START- PURPLE

Tested using YARC unless * then tested using Salford.