

## Year 7 Catch-up Funding 2019-20

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. Maintained schools and academies may spend the grant for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools and academies. They may also spend it on community facilities, for example services where the provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the school's locality.

At JCSC, we intend to allocate our catch-up funding based on the number of students that did not meet national expected standards in KS2 SATS:

|                            |    |
|----------------------------|----|
| Literacy                   | 59 |
| Numeracy                   | 64 |
| Both Literacy and Numeracy | 77 |

We intend to use the premium during this year 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.
- Purchase **Hegarty Maths** [£1200]
- Deliver **Inference Training** to students who lack the comprehension skills in reading- also delivered by a trained HLTA for 2 sessions per week for 12 weeks.
- Deliver **Fresh Start** to students who need phonic intervention. This will be delivered by a HLTA for 3 sessions per week for 6 weeks initially.
- Deliver **Stile** to improve students' reading skills as a self- checking mechanism linked to reading and writing skills. This will also be delivered by a trained HLTA for 2 sessions per week for 12 weeks.
- Deliver individualised reading intervention programmes to those who require additional, more bespoke support.
- Purchase books for the library at South Avenue to support and develop catch up students further with their reading

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## NUMERACY INTERVENTION:

### 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. During the academic year 2017-18, we significantly increased the number of students that received the 8-week intervention programme: 35 students made on average 9 months numerical age progress. The Success @ Arithmetic programme will continue to run in September 2019. Our most recent data from the 2018-19 academic year is displayed below.

### Success @ Arithmetic: Calculation Results [updated August 2019]

Average numerical age gain in months for students completing the course = 9.9 months

| Student | KS2 Numeracy <100 = not ARE | SEND/PP | Pre-Programme Numerical Age (months) | Post-Programme Numerical Age (months) | Numerical Age Gain (months) |
|---------|-----------------------------|---------|--------------------------------------|---------------------------------------|-----------------------------|
| A       | N/A                         | SEND    | 100                                  | 121                                   | +20                         |
| B       | N/A                         | SEND    | 110                                  | 126                                   | +16                         |
| C       | N/A                         | PP      | 95                                   | 113                                   | +16                         |
| D       | 95                          | PP      | 118                                  | 127                                   | +9                          |
| E       | 91                          |         | 121                                  | 127                                   | +6                          |
| F       | 95                          |         | 126                                  | 131                                   | +5                          |
| G       | 92                          | PP      | 116                                  | 130                                   | +14                         |
| H       | 89                          | PP      | 118                                  | 127                                   | +9                          |

Last updated 9-Sep-19

|   |     |              |     |     |     |
|---|-----|--------------|-----|-----|-----|
| I | 91  | PP           | 115 | 129 | +14 |
| J | N/A | SEND         | 104 | 118 | +14 |
| K | 90  | PP           | 121 | 127 | +6  |
| L | 90  |              | 114 | 121 | +7  |
| M | 94  | PP           | 115 | 124 | +9  |
| N | 92  |              | 120 | 123 | +3  |
| O | 92  | PP           | 119 | 127 | +8  |
| P | 91  |              | 116 | 121 | +5  |
| Q | 93  |              | 112 | 122 | +10 |
| R | N/A | SEND         | 119 | 126 | +7  |
| S | N/A | PP/SEND      | 126 | **  |     |
| T | 92  |              | 122 | *   |     |
| U | 90  | PP           | 121 | *   |     |
| V | N/A | PP /<br>SEND | 111 | **  |     |

\* Left the school before completing the intervention

\*\* Yet to complete the intervention

JCSC is a partner school with Mathematics Mastery. 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. The Mathematics Mastery programme now runs through Years 7 and 8 and will transition into Year 9 for September 2019.

## HegartyMaths

HegartyMaths is a great way for all students to learn maths on their own at home and become independent learners. It was launched to all students in the school from September 2018. HegartyMaths works as a means of closing the gap and providing additional maths support at home.

**It provides...**

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- 1) The highest-quality **explicit instruction/modelling and practice rooted in cognitive science**
- 2) Transparency + accountability over **students' effort**
- 3) A **simple and time-saving** process for teachers

## **READING INTERVENTION:**

### **Inference Training (green)**

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.

### **Stile (blue)**

Stile is a unique self-checking mechanism which is reading based but can also be used as a written based intervention. It offers a specially structured self-checking programme to take pupils through the rules of spelling and grammar using a phonic approach.

### **Fresh Start (purple)**

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.

### **Lexia (orange)**

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.

### **Individualised learning plan (pink)**

These sessions have been provided to support the additional needs of certain students.

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# NAVIGATE ILLUMINATE SHELTER

The final results for 2018-19 catchup cohort are presented below (updated August 2019):

| Student: | Scaled Score: | Type of intervention: | Comprehension Age Start: | Comprehension Age End: | Comprehension Progress: (months) | Reading Rate/Accuracy Start: | Reading Rate/Accuracy End: | Reading Rate/Accuracy Progress: |
|----------|---------------|-----------------------|--------------------------|------------------------|----------------------------------|------------------------------|----------------------------|---------------------------------|
| A.       | 86            | LEFT                  |                          |                        |                                  |                              |                            |                                 |
| B.       | 96            | LEFT                  |                          |                        |                                  |                              |                            |                                 |
| C.       | 99            |                       | 7:10                     | +12:05                 | +55                              | 12:02/<br>11:03              | +12:05/<br>+12:05          | +3<br>+14                       |
| D.       | 95            |                       | 8:10                     | +12:05                 | +43                              | +12:05/<br>9:02              | 12:02/<br>11:02            | -3/<br>+24                      |
| E.       | 88            |                       | 8:05                     | 10:02                  | +21                              | 11:04/<br>9:00               | 12:05/<br>12:02            | +13/<br>+38                     |
| F.       | 99            |                       | 8:05                     | HOLIDAY                | HOLIDAY                          | +12:05/<br>+12:05            | HOLIDAY                    | HOLIDAY                         |
| G.       | 94            |                       | 8:10                     | +12:05                 | +43                              | 11:04/<br>9:05               | 11:07/<br>10:01            | +3/<br>+8                       |
| H.       | 95            |                       | 11:10                    | +12:05                 | +7                               | 10:04/<br>8:09               | 10:04/<br>11:03            | /<br>+30                        |
| I.       | 98            |                       | 9:07                     | +12:05                 | +34                              | 11:04/<br>11:03              | 11:11/<br>11:03            | +7<br>/                         |
| J.       | 96            |                       | 9:07                     | +12:05                 | +34                              | 11:11/<br>8:03               | 11:07/<br>11:03            | -4<br>+36                       |
| K.       | 99            |                       | 10:02                    | +12:05                 | +27                              | +12:05/<br>11:03             | +12:05<br>+12:05           | /<br>+14                        |
| L.       | 87            |                       | 7:04                     | 11:10                  | +54                              | +12:05/<br>9:02              | 12:05/<br>12:02            | /<br>+36                        |
| M.       | 97            |                       | 8:05                     | +12:05                 | +48                              | +12:05/<br>12:02             | +12:05/<br>+12:05          | /<br>+3                         |
| N.       | B             | LEFT                  |                          |                        |                                  |                              |                            |                                 |
| O.       | 98            |                       | 9:07                     | ABSENT                 | ABSENT                           | +12:05/<br>+12:05            | ABSENT                     | ABSENT                          |
| P.       | 94            |                       | 8:10                     | +12:05                 | +43                              | 12:02/<br>10:08              | +12:05/<br>+12:05          | +3/<br>+21                      |
| Q.       | 99            | LEFT                  |                          |                        |                                  |                              |                            |                                 |
| R.       | 95            |                       | 10:02                    | +12:05                 | +27                              | 11:04/<br>10:08              | +12:05                     | +13/<br>+21                     |

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# NAVIGATE ILLUMINATE SHELTER

|     |    |  |       |        |     |                   |                   |             |
|-----|----|--|-------|--------|-----|-------------------|-------------------|-------------|
|     |    |  |       |        |     | 10:08             | +12:05            | +21         |
| S.  | 93 |  | 7:10  | +12:05 | +55 | 8:06/<br>9:07     | 9:01/<br>10:11    | +7/<br>+16  |
| T.  | 98 |  | 8:05  | +12:05 | +48 | 12:05/<br>10:04   | +12:05/<br>+12:05 | /<br>+25    |
| U.  | 91 |  | 9:04  | +12:05 | +37 | 10:02/<br>8:01    | 10:07/<br>8:07    | +5/<br>+6   |
| V.  | 97 |  | 6:09  | +12:05 | +66 | +12:05/<br>10:11  | +12:05/<br>+12:05 | /<br>+18    |
| W.  | 94 |  | 7:10  | +12:05 | +55 | 10:07/<br>9:10    | +12:05/<br>+12:05 | +22/<br>+31 |
| X.  | A  | <b>LEFT</b>                                      |       |        |     |                   |                   |             |
| Y.  | 97 |  | 11:10 | +12:05 | +7  | 10:10<br>8:03     | 11:11/<br>11:03   | +13/<br>+36 |
| Z.  | B  | INDIVIDUAL<br>PLAN:<br>ENGLISH AND<br>TRANSITION |       |        |     |                   |                   |             |
| AA. | 97 |  | 11:02 | +12:05 | +15 | +12:05<br>+12:05  | +12:05/<br>+12:05 | /<br>/      |
| BB. | 98 |  | 8:05  | +12:05 | +48 | +12:05/<br>+12:05 | +12:05/<br>12:02  | /<br>-3     |
| CC. | A  | INDIVIDUAL<br>PLAN                               |       |        |     |                   |                   |             |
| DD. | B  | INDIVIDUAL<br>PLAN:<br>ENGLISH AND<br>TRANSITION | 7:01  | 9:10   | +33 | 8:00/<br>8:09     | 8:04/<br>11:00    | +4<br>+27   |
| EE. | 89 |  | 6:05  | +12:05 | +72 | 10:07/<br>8:03    | 10:07/<br>12:02   | /<br>+47    |
| FF. | 98 | <b>LEFT</b>                                      |       |        |     |                   |                   |             |
| GG. | 98 |  | 8:05  | 11:10  | +41 | +12:05/<br>9:05   | +12:05/<br>10:11  | /<br>+18    |
| HH. | 88 |  | 8:02  | +12:05 | +51 | 10:07/<br>9:05    | 11:07/<br>8:03    | +12/<br>-8  |
| II. | 96 | <b>LEFT</b>                                      |       |        |     |                   |                   |             |
| JJ. | 95 |  | 9:07  | +12:05 | +34 | +12:05/<br>+12:05 | 10:04/<br>12:02   | -25/<br>-3  |
| KK. | B  |  | 7:10  | 9:10   | +24 | 7:10/<br>8:02/    | 8:02/             | +4/         |

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# NAVIGATE ILLUMINATE SHELTER

|           |    |                      |        |                |            |                   |                             |                  |
|-----------|----|----------------------|--------|----------------|------------|-------------------|-----------------------------|------------------|
|           |    |                      |        |                |            | 7:05              | 7:08                        | +3               |
| LL.       | 99 | READING INTERVENTION | 11:02  | +12:05         | +15        | +12:05/<br>+12:05 | +12:05/<br>+12:05           | /<br>/           |
| MM.       | 97 |                      | 9:07   | +12:05         | +34        | 10:04/<br>8:05    | 10:10/<br>11:10             | +6/<br>+41       |
| NN.       | 87 |                      | +12:05 | YARC+<br>13:05 | +12        | +12:05/<br>+12:05 | +16:00/<br>Fluency<br>15:09 | +43/ +40         |
| OO.       | 93 |                      | 7:04   | +12:05         | +61        | 12:02/<br>+12:05  | +12:05/<br>11:10            | +3/<br>-7        |
| PP.       | 99 |                      | 8:05   | +12:05         | +48        | +12:05/<br>11:06  | +12:05/<br>+12:05           | /<br>+11         |
| QQ.       | 90 |                      | 8:07   | 11:06          | +35        | 9:09/<br>9:00     | 10:02/<br>11:06             | +5/<br>+30       |
| RR.       | 95 |                      | 7:10   | +12:05         | +55        | 11:11/<br>9:07    | +12:05/<br>+12:05           | +6/<br>+34       |
| Averages: |    |                      |        |                | +39 months |                   |                             | +4/+18<br>months |

**Tested using YARC**

**Intervention Key:**

INFERENCE TRAINING- GREEN

LEXIA- ORANGE

STILE - BLUE

FRESH START- PURPLE

INDIVIDUAL PLAN- PINK

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