

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]
- Train key staff to deliver **Fresh Start** interventions to students who are recognised as requiring phonics support either during English lessons or in small group interventions with an LSP. Purchase official training package [£3250] and Fresh Start resources [£2416]
- 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 individualised reading intervention programmes to those who require additional, more bespoke support.
- Purchase YARC complete set for pre and post intervention evaluation [£423]

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.

The Success @ Arithmetic programme has been delivered to targeted year 7 students at JCSC since September 2016, with students making an average increase of between 9 and 10.4 months of numerical age advancement across the 8-week period. The programme continues to run this year, our results so far are shown below. The data for the most recent group of students is not contained in the table as due to the school closure the program has not yet been completed with these students. We are currently in the process of setting work for these students some additional numeracy work to complete whilst absent from school. Any students who we deem to not have caught up through quality first teaching will receive intervention when school reopens.

The table below shows the students who completed the program. Unfortunately due to the COVID-19 school closures (March 2020), we were unable to complete the interventions with the remaining students. To ensure the progress of our students, we set up additional work on Google Classroom and Hegarty Maths for students to complete whilst absent from school. Since returning in September students have completed a baseline assessment which has enabled us to identify any gaps in their knowledge. Through quality first teaching and ensuring that all areas of weakness are addressed prior to the teaching of each new topic, students have had a very good start to the year. The students will be tracked at 3 points throughout the year to monitor their own individual progress and compare to the remainder of the students in that year group. We are also in the process of recruiting an intervention teacher who will spend some of their time working with students who are identified as underperforming.

Student	KS2 Numeracy <100 = not ARE	SEND/PP	Pre-Programme Numerical Age (months)	Post-Programme Numerical Age (months)	Numerical Age Gain (months)
1	85	PP	110	122	+12
2	82		105	108	+3

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3	81	PP	94	*	*
4	95		109	**	**
5	84	SEND/PP	99	103	+4
6	89	SEND	116	122	+6
7	92	PP	119	127	+8
8	91	PP	111	119	+8
9	89	PP	111	121	+10
10	79	PP	110	122	+12
11	73		105	108	+3
12	61	PP	84	*	*
13	77		109	116	+7
14	66	SEND/PP	99	103	+4
15	85	SEND	116	122	+6
16	88	PP	119	127	+8
17	80	PP	111	119	+8
18	80	PP	111	121	+10

* 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, 8 and into Year 9 since September 2019.

HegartyMaths

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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...

- 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:

During the academic year 2017-18, our trial of using a range of interventions (including some new interventions such as Inference Training) to meet the individual needs of the students showed that students on average made +29.5 months increase to their comprehension age from the start to the end of their intervention. In addition, students made +12 months progress in their reading rate progress and +6 months to their reading accuracy age.

During the academic year 2018-19, we recognised that the changes were making significant improvements so we continued with these individualised intervention programmes. During this year, students made +38 months improvement with their comprehension age on average, +5 months with their reading rate and +21 months with their reading accuracy.

By Dec 2019, our average comprehension progress for the 16 catch-up students who received intervention for 2019-20 was +28 months and the average reading rate progress was +16 months. Although we recognise that our interventions are enabling our students to catch up, in 2019-20 we also recognised that some of our students required a more robust, systematic and radical approach to help meet their needs. Due to this, we altered the timetables for some of our students (starting January 2020) to enable them to undergo thorough Fresh Start interventions to meet their needs based on the initial reading screener results, Salford testing results and Fresh Start testing information to identify their starting points.

Due to the COVID-19 school closures (March 2020), we were unable to complete the interventions with the remaining students/ RWI students. To ensure the progress of our students, we set up additional Inference and RWI work on Google Classroom for students to complete whilst absent from school. We also had books delivered to students' homes.

Students were re-tested in September 2020 ('Scaled Score' identified in green) to identify those who still required additional intervention. Any student/s deemed not to have caught up will receive additional intervention in 2020-21 ('Type of Intervention' identified in orange as they will be placed in Lexia intervention).

Further information is provided in the up-to-date table (September 2020)/key below:

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NAVIGATE ILLUMINATE SHELTER

Student:	Name:	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.		80		9.11	9.11	0			
B.		80		9:10	10:10	+ 12	Rate: 7:06 Acc: 7:02	Rate :7:09 Acc: 9:02	+3 +24
C.		80	LEFT						
D.		83		+12:05	9:07	-22	Rate: 7:03 Acc: 7:03	Rate: 7:04 Acc: 8:03	+1 +12
E.		83		11:06	+12:05	+11	Rate: 11:11 Acc: 8:01	R:10:07 Acc: 8:07	-16 +6
F.		83		9:08	10.04	+8			
G.		85		9:04	+12:05	+37	Rate: 9:03 Acc: 8:05	Rate: 9:03 Acc: 10:04	0 +23
H.		86		8:02	+12:05	+51	Rate: 9:01 Acc: 8:09	Rate: 8:09 Acc: 9:10	-4 +13
I.		86	LEFT						
J.		87		9:04	+12:05	+35	Rate: 8:04 Acc: 7:11	Rate: 8:11 Acc: 8:07	+7 +8
K.		87		6:05	7:00	+7	Rate: 11:04 Acc: +12:05	Rate: 10:10 Acc: +12:05	-6 0
L.		88			11:06				
M.		88		7:00	9:07	+31	Rate: 12:02 Acc: +12:05	R:+12:05 A:+12:05	0 0
N.		88		9:01	10:07	+18			
O.		89		9:04	+12:05	+35	Rate: 8:07 Acc: 9:02	Rate: 9:03 Acc: 11:03	+8 +25
P.		89		8:05	+12:05	+48	Rate: 9:09	Rate: 9:11 A: +12:05	+2 +18

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NAVIGATE ILLUMINATE SHELTER

						Acc: 10:11		
Q.	90		10:02	+12:05	+27	Rate: 10:04 Acc: 9:02	Rate: 11:04 Acc: +12:05	+12 +39
R.	91		6:10	9:10	+36	Rate: 10:07 Acc: 8:01	Rate: 11:01 Acc: 10:04	+6 +27
S.	91	LEFT						
T.	92		8:10	+12:05	+43	Rate: +12:05 Acc: 10:08	Rate: +12:05 Acc: +12:05	0 +21
U.	92		7:10	10:02	+28	Rate: +12:05 Acc: 11:03	R:+12:05 A:+12:05	0 +14
V.	92			10:07				
W.	92		6:05	11:06	+61	Rate: 9:09 Acc: 10:11	Rate:10:02 A:+12:05	+5 +18
X.	92		7:00	10:02	+38	Rate: +12:05 Acc:+12: 05	Rate:12:05 Acc:12:05	0 0
Y.	92		8:05	+12:05	+48	Rate: 11:04 Acc: 12:02	Rate: +12:05 Acc: +12:05	+13 +3
Z.	92		7:06	+12:05	+59	Rate: 10:07 Acc: 10:11	Rate: 11:04 Acc: +12:05	+9 +18
AA.	93		7:04	+12:05	+61	Rate: 11:07 Acc: 9:10	Rate:10:10 Acc:10:11	-9 +13
BB.	93		9:10	+12:05	+31	Rate: 8:00 Acc: 8:07	Rate:9:03 Acc:11:10	+15 +39
CC.	94	EDUCATED OFF SITE						

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NAVIGATE ILLUMINATE SHELTER

DD.	94			12:04					
EE.	95			11:10					
FF.	95		6:05	+12:05	+72	Rate: 11:04 Acc: 11:03	Rate: +12:05 Acc: +12:05	+13 +14	
GG.	95		11:06	+12:05	+11	Rate: 8:11 Acc: 8:07	Rate: 10:07 Acc: 9:05	+20 +10	
HH.	95		10:02	11:10	+18	Rate: +12:05 Acc: 9:02			
II.	96		7:03	+12:05	+62	Rate: +12:05 Acc: +12:05	Rate: +12:05 Acc+12:05	0 0	
JJ.	96		6:09	+12:05	+68	Rate: +12:05 Acc: 10:01	Rate: +12:05 Acc: +12:05	0 +28	
KK.	97			11:10					
LL.	97			11:06					
MM.	97			11:02					
NN.	97	LEFT							
OO.	97	LEFT							
PP.	97		9:07	10:04	+9				
QQ.	97		8:05	10:07	+26				
RR.	97		7:10	11:06	+44	Rate: 11:07 Acc: 9:10	Rate:11:01 Acc:11:10	-6 +24	
SS.	97			12:0					
TT.	98	EDUCATED OFF SITE							
UU.	98			10:10					
VV.	99	LEFT							
WW.	99			12:04					
XX.	99		9:01	10:04	+15	Rate: 9:09 Acc: 8:05	Rate:7:03 Acc:9:02	-30 +9	
YY.	99			12:0					
ZZ.	99			12:0					
AAA.	A		7:06	+12:05	+59	Rate:9:09 Acc: 8:03	Rate:9:00 A:+12:05	-6 +50	

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BBB.	A	LEFT								
CCC.	B			7:11	8:06	+7				
DDD.	B	LEFT								
EEE.	B	LEFT								
FFF.				11:02	+12:05	+15	Rate: 6:06	Rate:6:11 Acc:7:02	+5 +8	
	N									
GGG.	U	LEFT								
HHH.	U			12:04	12:04	0				
						+31 months			+1.5 months +16.6 months	

Intervention delivery for Autumn Term 2019:

Inference students had 2x 1hr intervention sessions per week in groups of 3-4 students.

Fresh Start students had 3x 1hr intervention sessions per week in groups of 4-5 students.

Intervention delivery for Spring Term 2020:

Inference students had 2x 1hr intervention sessions per week in groups of 5 students. There were two groups.

New Fresh Start students had 4x 1hr intervention sessions per week, in groups of 6, during their English lesson. There were two groups in Year 7.

Additional English lessons took place during French lessons and these were tailored to the needs of the group.

Intervention delivery for Summer Term 2020:

KEY:

Inference Training (pink)

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.

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,

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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.

New Fresh Start (highlighted in yellow- January 2020)

As above. From January 2020, this is going to be taught using up-to-date training provided to staff in November 2019 with up-to-date resources. Timetables have been amended to enable students to have 4 lessons of Fresh Start per week during their English lessons. English lessons will be taught during French lessons to ensure that students do not become disadvantaged due to this more robust and systematic intervention.

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 (blue)

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