

Year 7 Catch-up

DfE Literacy and Numeracy Catch-up Premium funding provides schools with funding for students who do not achieve expected national standard in Reading and/or Maths in the National Curriculum Tests at the end of Key Stage 2. The “ring-fenced” funds are provided to all state-funded schools with a Year 7 cohort and are to be spent on a provision which enables the students to “catch-up” with their peers during the first year of Key Stage 3.

Year 7 Catch-Up 2019-20

Overview:

In 2019-20, The County High School, Leftwich received £10,098 for 24 Year 7 students who had not achieved expected national standard in Reading and/or Maths at Key Stage 2. This was used to contribute (approximately 60%) towards the staffing costs of the Academy’s Catch-Up programme, where the weakest students (those scoring below 95 standardised score) followed a “Catch-Up” programme specifically designed to address their individual learning needs and hence accelerate their English and Maths progress. These students attended either 1-1 or small group lessons, delivered by specialist teachers and received highly bespoke packages of intervention which ceased as soon as the student had demonstrated that they had caught up.

Students who were deemed significantly behind their peers received 3 lessons per fortnight, decreasing to 1 lesson per fortnight for those who had less ground to make-up. For those students who did not meet national standard but achieved a scaled score between 95-99 were provided with additional classroom support in Maths and English lessons. In Maths, Numeracy lessons were taught to all students. Those with below national standard entry scores were placed in specific classes where key skills could be taught. In English, there was a paired reading programme where weak readers work with our older students to improve their skills. Additionally, bespoke interventions were delivered by a specialist Learning Support Assistant.

How we assessed the effect on attainment:

Progress was checked via continuous assessment in the Catch-Up lessons throughout the period September to March, prior to the first lockdown and via formal tracking assessments in early Spring 2020.

What effect the expenditure had on the attainment of the students for whom it was allocated:

Of the 24 students it should be noted that 9 were funded for both Reading and Maths, 11 for Reading only and 4 for Maths only. Early in the Spring term, reading and Numeracy assessments carried out in the lessons themselves, indicated that of the 11 pupils who initially needed to catch-up in reading, 7 had made significant progress and had reached a reading age which no longer required further intervention. Of the 9 students who needed to catch-up in both Reading and Maths, 4 students had made significant progress and had reached a reading age which no longer required further intervention. The 9 students who had not yet met that milestone had made progress from their start point and continue to engage in reading intervention.

Regarding Numeracy catch-up, 2 of the 4 students who participated in the Numeracy lessons only, demonstrated that they had caught up. Of the 9 students who needed to catch-up in both Reading and Numeracy, 4 students had made significant progress and no longer require further intervention. The 7 students who had not yet met that milestone in Numeracy, had made progress from their start point and continue to engage in Numeracy intervention.

Tracking data from Spring 2020 indicates there has been progress made by all of those involved. Every student who participated in the Catch-Up programme was on track to meet their end of year target in both English and Maths. It is worth noting that our targets are equivalent to the 20th percentile progress of similar students across the country.