

Caedmon College Whitby

Catch-up Funding - report of impact 2018-19

In the academic year 2018/2019, Caedmon College Whitby was allocated Catch-up Premium (CUP) funding on the basis of 32 students for reading and 24 students for maths. Catch-up Premium funding provides additional money for every student who achieves a score of 99 or below in their maths or reading Key Stage 2 SAT assessments. These students are not deemed "secondary ready" on entrance to secondary school and this funding is intended to help them to "catch up" during Year 7.

Historically:

In **2017-18**, funding was received by Caedmon College Whitby for 34 students in reading and 22 students in maths.

In **2016-17**, funding was received by Caedmon College Whitby for 44 students in reading and 39 students in maths.

In **2015-16**, funding was received by Caedmon College Whitby for 18 students with less than a level 4 in reading and for 19 students with less than a level 4 in maths.

In **2014-15**, funding was received by Caedmon College Whitby for 17 students with less than a level 4 in reading and for 21 students with less than a level 4 in maths.

In **2016**, the Key Stage 2 SATs changed and the criteria for which students were "secondary ready" also changed from the old levels system to the current system where 100 and above is secondary ready. The numbers of children classified as CUP significantly increased as a result of these changes in the academic year 2016-17. During this academic year, the numbers have dropped slightly from 2017-18, but they remain greater than three years ago. This has an impact on the approach to using the Catch-up funding. In the academic year 2018-19, the students with the lowest SAT scores have been prioritised for specific interventions. There is a cross-over between these students and those on our SEND register.

Use of the Catch-up Premium Funding during 2018-19

The strategies employed during the 2018-19 year have included:

- 'Quality First Teaching' - whole staff focus on Numeracy and Literacy in lessons
- 5 English lessons, 1 drama lesson and 4 maths lessons per week
- One library lesson per week and access to reading books from the library and group reading exercises
- 6th form peer reading programme
- One-to-one support (in class or as an intervention depending on staffing and student need)
- Small group intervention sessions run by trained staff, additional to maths and English lessons
- Literacy intervention programmes including:
 - Lexia
 - Thinking Reading
 - TRUGs
 - Alpha to Omega
 - Inference

- Individualised SPAG programmes
- Numeracy Intervention programmes:
 - First Class @ Number
 - Success @ Arithmetic
 - Individualised numeracy programmes
- Social Intervention programmes:
 - Socially Speaking
 - Lego Therapy
 - Talkabout.
- Breakfast and lunch time clubs for vulnerable students to enhance their social skills and support the with their English and maths learning
- Homework club every lunch time and three evenings per week to support English and maths strategies
- Staff training in specific special educational needs and disabilities (SEND). This included 5 days training for each of the 5 members of the SEN team of staff to deliver the Thinking Reading programme
- Learning Centre staff used to facilitate use of the Learning Centre
- Pages dedicated to reading in students' log books (home/school reading log)
- Identification of 30 spelling words that provide a problem to students at GCSE. Dedicated curriculum time to learn these spellings and for spelling strategies to be taught
- Times Tables Rockstars logins for all CUP students with progress monitored and prizes for improvement.

Training for staff involved in CUP interventions:

- Support from Cognition and Learning EMS on how to accelerate progress for some of the highest need pupils
- Support from Communication and Interaction EMS on how to remove barriers to learning for CUP students who have communication and interaction needs
- Zones of Regulation training
- Programmes delivered as suggested by speech and language professionals, individualised to meet student needs
- New staff registered on Lexia to support as an intervention programme
- Intervention staff involved in the purchase of a new maths intervention programme for 2018-19.

Other resources purchased:

- Numeracy and literacy educational games and programmes for breakfast and lunchtime clubs
- Visual and physical resources to improve the intervention environment and for recording progress
- Sandwell Testing to provide before and after intervention data for maths interventions
- YARC test to provide before and after intervention data for reading intervention
- GL assessments to provide baseline and comparison data for CUP students
- Printing/photocopying of intervention resources, particularly as part of the Thinking Reading project
- Staffing costs for implementation of interventions.
- Probe 2 testing to determine suitability for thinking reading programme.

Impact of the Year 7 Catch-up Premium Funding 2018-19

Reading

In the academic year 2018-19, it was decided to further involve students and parents in their learning. CUP students needing reading support were given a letter outlining the personalised interventions to take place and parental support was requested to undertake reading at home. Resources such as Homework Club and use of the Learning Resource Centre were also highlighted in the letter.

18 out of 32 CUP students for reading received a Lexia login in the autumn term 2018. The students chosen for Lexia interventions were those who had a score of 99 or less for both their reading SAT and their grammar, punctuation, vocabulary and spelling Key Stage 2 SATs, as these were felt to be the students most likely to benefit from a phonics based computer programme such as Lexia.

All reading CUP students received additional opportunities to read to an adult. Paired reading and additional Lexia sessions were provided for the students with the lowest KS2 SAT scores. Differentiation advice was provided to teaching staff for CUP students.

CUP reading students were re-tested in January using either the NGRT or YARC test to monitor their progress. 3 were "secondary ready" at this point and were removed from this intervention.

On entry to Caedmon College Whitby, all Year 7 students were given a baseline test for reading, the National Group Reading Test (NGRT). This test was repeated for all students in September June 2019 to provide comparative data about reading progress.

Students with a English SAT score of less than 95 were deemed suitable for the intervention "Thinking Reading" - a literacy based intervention programme designed to improve access to reading across the curriculum. 11 students took part in this intervention, following staff training in February, on a 1:1 ratio. Each student received this intervention three times a week, with one LSA being trained in delivering the programme.

100% of CUP students who took part in the Thinking Reading intervention improved their baseline score.

75% of CUP reading students increased their reading age scores. The maximum increase was 56 months and the mean average was 15.6 months. This was generally across a 9 month period, meaning a ratio gain of 1:5.

Any students who did not make expected progress have been prioritised in Year 8 follow up work.

Maths

In the academic year 2018-19, in the same way as for reading, it was decided to increase the involvement of parents in their maths learning. CUP students for maths were sent a letter home, outlining the personalised interventions to take place, asking parents for support with

maths at home. Resources such as Homework Club and use of the Learning Resources Centre were again highlighted in the letter.

Students with a maths' SATs score of less than 95 were deemed suitable for the intervention "Success @ Arithmetic" - a number based intervention programme designed to improve the four mathematical operations and accelerate progress. 8 students took part in this intervention during the year, in groups with a staff to student ratio of either 1:2 or 1:3. Each group received the intervention two or three times a week from one of the two LSAs trained in delivering this programme.

100% of the students taking part in Success @ Arithmetic increased their maths age by a minimum of 6 months. The maximum increase was 23 months and the mean average was 13 months. This was generally across a 3 month period. The Sandwell Test was used before and after the intervention in order to provide a measurement of impact.

100% of CUP maths students increased their standard age score. 33% of CUP maths students increased their maths age by 12 months or more, indicating better than expected progress, and 72% of CUP maths students improved their Maths age by 6 months or more. Therefore, 94% of CUP maths students made expected or accelerated progress in their maths in the academic year 2018-19.

CUP maths students made an average points gain on their standard score of 4 points. Those who received interventions had an average point gain of 6 points, demonstrating the effectiveness of the intervention strategy. By comparison, across the year group (including CUP), there was an average points' gain of 2 points and, across the year group excluding CUP, there was an average points' gain of one point. This shows that the students designated CUP for maths made more progress than students who arrived at the school "secondary ready".

Year 8

The students who were identified as Catch-up Premium in the academic year 2017-18 were tracked, and in some cases given further intervention support in the year 2018-19, particularly in reading. The students who are in the current Year 8 (2019-20) will also be tracked and given further interventions as necessary. Any previous CUP students who have not made at least expected progress in reading and/or maths will become a priority for interventions in September 2019.

2019/2020

30 students will be in receipt of CUP funding during the current academic year.