



Huntcliff Catch Up Premium Impact Statement.

The Government made a commitment to provide additional funding to schools for each Year 7 pupil who did not achieve the expected standard in reading and/or maths at Key Stage 2.

Therefore, as a school we receive an additional premium of £500 for each of our Year 7 students who did not achieve at least 100 in reading and/or maths (maximum £500 per pupil) at Key Stage 2.

The money is used to provide additionality giving students valuable support to bring them up to speed so that they are more likely to succeed.

Year 7 literacy and numeracy catch-up premium 2017-18.

Additional funding is given to schools through the literacy and numeracy catch-up premium in order to support those Year 7 students who fell below the expected standard in reading or mathematics at the end of Key Stage 2. The Year 7 catch-up premium allocation for 2017 to 2018 was £17,154.

At the Huntcliff School we use this funding to provide targeted and personalised intervention to ensure that accelerated and sustained rates of progress are facilitated in these two key areas. Following an initial baseline assessment, gaps in students' knowledge are identified and bespoke programmes are devised in accordance with the KS3 English and Mathematics curriculum.

Catch-up premium allocations Year 7 in 2017-2018.

	Below Expected Standard [NS] in reading only	Below Expected Standard [NS] in mathematics only	Funding
2017-2018	46	43	£17,154

Summary of the intervention strategies implemented at Huntcliff School during of 2017-2018:

Literacy Catch Up.

- Precision Teaching Reading Programme to target low literacy levels (reading comprehension, reading ability and spelling).
- Reading and Spelling Tests; WRAT reading, NFER and Vernon spelling tests
- NLEC Consortium Literacy Gala; catch up pupils were given the opportunity to participate in a number of activities with the intention of addressing low literacy levels.
- Additional Literacy Plus classes aimed at improving reading, comprehension and writing skills.
- Renaissance Reader.

Numeracy Catch Up.

- Target Numeracy Programme. This aimed to develop arithmetical fluency by focusing upon key number skills and personalised learning with all students working at their own pace.
- Numeracy Ninja programme was used for lesson starters on a weekly basis. The aim was to develop arithmetical fluency by channelling student competitiveness as they strive to improve upon their belt/grading. Scores and progress recorded each time.
- MyMaths programme was used for homework and to support the Target Numeracy programme in class and at home. This developed independent learning and confidence with non-repetitive practice questions.
- Numeracy Plus Group. An additional group was created to focus upon basic skills of the four operations and tables practice. The aim for to develop quicker recall.

Quality First Teaching.

At Huntcliff School, we also recognise that the most rapid and sustained gains in progress are driven through daily classroom practice. The expert planning and delivery of personalised English and Mathematics lessons, informed by frequent high-quality assessments together with regular purposeful marking and feedback are in themselves crucial 'catch-up' strategies.

Analysing the impact

A detailed analysis was performed to look at the progress made by this cohort as part of the latest data capture (June 2018). **The analysis was informed and evidenced by;**

- A reading for meaning assessment which built upon the baseline test. It assessed pupils' ability to infer meanings and ideas as well as looking at the effect of words and phrases on the reader.
- A creative writing assessment which assessed pupils' use of spelling punctuation and grammar, use of vocabulary, developments of ideas and organisation.
- Intra-department standardisation led by trained AQA examiners.

Impact.

- 42/46 (91%) of pupils who joined the school with KS2 Reading scores of less than 100 are now professionally predicted to meet or beat their FFT20 target.
- 45/46 (98%) of pupils are making at least expected progress towards their Aspirational target grade.
- 30/46 (65%) are professionally estimated to achieve at least a standard pass in GCSE English.

The impact within Gateway.

- As of 16.4.18 **five** pupils have graduated from Gateway into mainstream lessons.
- Reading comprehension ages; 78% of catch up pupils have made at least 1 year 3 months progress in 4 months. This is accelerated, exceptional progress and translates to more than four times expected progress.

Numeracy.

Total cohort size: 43

A detailed analysis was performed to look at the progress made by this cohort as part of the latest data capture (June 2018). **The analysis was informed and evidenced by;**

- Year 7 baseline tests were used and the results were directly compared between first and second sitting (1 term apart).
- Intra-department standardisation (led by a trained AQA examiner).

Impact.

- 38/43 (88%) of pupils who joined the school with a KS2 Maths score of less than 100 are now professionally predicted to meet or beat their FFT20 target.
- 18/43 (42%) are professionally estimated to achieve at least a standard pass in GCSE Maths.
- 70% of students who achieved a score below 100 at KS2 have improved upon their initial baseline test score.
- 63% of year 7 students scoring below 100 at KS2 achieved a grade 1 on their initial GCSE single grade 1 test.

The Current Year 7: Impact to date (July 2019).

For the academic year 2018-19, we will be allocated circa £21,040.

Literacy Catch Up.

Summary of the intervention strategies to be implemented at Huntcliff School 2018/2019:

- Reading and Spelling Tests; WRAT reading, NFER and Vernon spelling tests
- NLEC Consortium Literacy Gala; catch up pupils are given the opportunity to participate in a number of activities with the intention of addressing low literacy levels.
- Additional Literacy Plus classes are aimed at improving reading, comprehension and writing. Pupils focus on mastering skills taught at key stage 2 through bespoke lessons linked to the KS2 Reading and writing competencies. As well as addressing KS2 requirements, the resources are 'future-proofed' to take account of additional skills students need to succeed at GCSE.
- Lexia Reading programme - a highly personalised reading program which allows students to independently practice and master basic reading skills such as phonics, vocabulary and comprehension.

Numeracy Catch Up.

- The school has invested in National Numeracy's Passport Maths programme to support those year 7 students who are not yet "secondary ready" in Mathematics. Passport Maths is an early intervention programme to support students master those fundamental skills required to fully access the GCSE Mathematics curriculum. After an initial screening test the students are directed to only those areas from the primary curriculum which require further work and support. This programme will be launched with a Mathematics workshop supported by members of the local Rotary Club. The launch event will allow students to participate in fun and engaging Mathematics and will provide a springboard upon which the rest of the programme will build.
- All year 7 students will undertake mirror KS2 Maths papers (PiXL 'Microwave') after which they will receive diagnostic feedback, personalised therapy and re-testing. Cohort trends will also be analysed and gaps filled through a bespoke scheme of work based on results of the Microwave assessment.
- A Numeracy Plus group has been created which follows the PiXL Catch up programme. The focus is on developing basic skills using regular Diagnosis, Therapy and Testing (DTT).
- MathsWatch is used to support independent learning with personalised homework, practise tasks, tests, interactive revision and detailed video lessons at KS3 to support classwork and independent learning.
- The Target Numeracy programme is used with Gateway students. This aims to develop arithmetical fluency with a focus upon key number skills and personalised learning with all students working at their own pace.
- The Numeracy Ninja programme is used for lesson starters on a regular basis. The aim is to develop arithmetical fluency by channelling student competitiveness as they strive to improve upon their belt/grading. Scores and progress recorded each time.

- Pupils are assessed using single GCSE single grade tests. Termly tests are undertaken with gap analysis aimed at single GCSE levels to inform staff of areas to target with their delivery and to facilitate effective personalised interventions.

Gateway Provision.

This was new in 2017-18. The rationale behind Gateways continues to be to provide an alternative, inclusive environment within a Secondary School for children with additional needs who would benefit from an extended period of transition. This provision is for KS3 students with a view that by KS4 all students are confident and able to undertake a range of GCSE's.

The majority of students have low levels in literacy and numeracy and therefore accelerated learning should take place in these areas. There will be daily opportunities for every child to be supported in their individual targets. This will be monitored in line with school policy and tracked by key teachers with highly personalised interventions. Interventions will be swift and purposeful and could occur at any point throughout the day, week or term. Literacy will be monitored and assessed with bi-annual Reading and Spelling tests.

Impact to date (July 2019).

Literacy.

Total cohort size 64

Impact judgements are informed and evidenced by;

- The January 2019 data capture.
- A reading for meaning assessment which built upon the baseline test administered at the very start of year 7. It assessed pupils' ability to infer meanings and ideas as well as looking at the effect of words and phrases on the reader.
- A creative writing assessment which assessed pupils' use of spelling punctuation and grammar, use of vocabulary, developments of ideas and organisation.
- Intra-department standardisation led by trained AQA examiners.
- Microwave - A PIXL reading exam which mirrors the KS2 tests sat at the end of Primary. The test assesses a pupil's ability to:
 - Make inferences from the text/explain and justify inferences with evidence from text.
 - Identify/explain how meaning is enhanced through choice of words and phrases.
 - Retrieve and record information/identify key details from fiction and non-fiction.
 - Give/explain the meaning of words in context.
 - Summarise main ideas from more than one paragraph.
 - Retrieve and record information/identify key details from fiction and non-fiction.
- Lexia - The software allows groups of students to be levelled at the correct starting point within the program. This is achieved by the student independently taking a short user-friendly assessment. It provides English staff with real-time data to inform planning and differentiated instruction. Lexia reports at-risk students and provides printable resources if

additional support is required. The programme adapts to offer additional support wherever a student experiences difficulty. Progress reports are provided at school, class or individual level.

Numeracy.

Total cohort size: 51

Impact judgements are informed and evidenced by;

- The January 2019 data capture.
- Year 7 Passport Maths baseline tests will be used and the results will be directly compared between a first and final sitting at the end of the programme (as well as tracking using the Passport Maths' unbuilt regular Unit Tests at the end of each of the 5 units).
- PixL Microwave assessment data to track progress compared to KS2 SATs data (and to give richer QLA data compared to SATs data).
- Department standardisation (led by a trained AQA examiner).

Overall Impact.

	% of cohort	% English at grade 4 (Lit catch up) % Maths at grade 4 (Num catch up)		Average attainment 8.		Average Ebacc APS	
		Target	7PPR1 Estimation	Target	7PPR1 Estimation	Target	PPR1 Estimation
CU Literacy	40	34	34	36.16	35.81	3.33	3.19
CU Numeracy	31	39	41	34.16	34.12	3.11	3.04

- There are 64 pupils in this year group who received literacy catch up support.
- There are 51 pupils in this year group who received numeracy catch up support.
- Both the Literacy and Numeracy catch up pupils are estimated to perform at least in line with target in relation to English and Maths combined at grade 4.
- Both cohorts are estimated to perform fractionally below target in relation to average attainment 8 and average Ebacc APS. This represents accelerated progress given that the pupils have only been at school for less than one academic year (data captured in June 2019).

Below target	On or above target
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Impact: Literacy (Lexia)

At the start of the year, all year 7 pupils sat a reading baseline exam, designed to test their ability to infer meanings and ideas, decode texts, understand the meanings of words, support ideas with quotations and explore meanings and ideas. Interventions were then put in place as part of the catch-up curriculum which included additional lessons, a bespoke curriculum focusing on developing skills needed to secure at age related expectations in accordance with the KS2 tests.

Pupils also worked with the Lexia Reading Programme. Pupils were tested in September 2018 to establish current levels in accordance with the programmes six strands:

- Phonological awareness
- Phonics
- Structural awareness
- Automaticity
- Fluency
- Vocabulary
- Comprehension.

21 out of 41 pupils (51%) started on the Y1+ strand 1 level and 15 (68%) of these have now completed that level and have moved onto the Y2+ Strand 2 level. 20 out of 41 pupils (49%) went straight into Y2+ and 2 pupils have now moved onto strand 3.

At the end of the academic year, pupils sat a formal exam, testing the same skills as the initial reading baseline test.

- 93% of pupils improved their score on the second exam
- 44% of pupils improved their score by 10-20%
- 36% of pupils improved their score by 20-50%
- 7% of pupils improved their score by more than 50%

Comparing the scores of the pupils who initially started KS3 with scores below 100, to pupils who scored over 100 in the KS2 SAT exam, 84% of the pupils who were below age-related expectations, are now at or above the standard expected of them at the end of KS2.

Numeracy (Passport Maths).

43 Pupils started the Year with a raw SATs score of below 100 (failing to meet the expected standard to be 'secondary ready' in Mathematics). At July 2019, 30 students (70% of the cohort) have met the required standard on the Passport Maths package to be considered 'secondary ready'.

At the end of the academic year, pupils sat a formal exam, testing the same skills as the initial QLA mirrored SATs baseline test.

- 41 students (95% of the cohort) improved their result on the end of year retest.
- 30 students (70% of the cohort) had improved enough to be considered 'secondary ready' in Mathematics.
- 10 students (23% of the cohort) improved their score by more than 50%.