



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 2018-19.

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 2018 to 2019 was £21, 040.

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 2018-2019.

	Below Expected Standard [NS] in reading only	Below Expected Standard [NS] in mathematics only	Funding
2018-2019	64	51	£21,040

Summary of the intervention strategies implemented at Huntcliff School during of 2018-19:

Literacy Catch Up.

- 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 was launched with a Mathematics workshop supported by members of the local Rotary Club. The launch event allowed students to participate in fun and engaging Mathematics and provided a springboard upon which the rest of the programme will build.
- All year 7 students undertook mirror KS2 Maths papers (PiXL 'Microwave') after which they received diagnostic feedback, personalised therapy and re-testing. Cohort trends were 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 took place in these areas. There were daily opportunities for every child to be supported in their individual targets. This was monitored in line with school policy and tracked by key teachers with highly personalised interventions. Interventions were swift and purposeful and could occur at any

point throughout the day, week or term. Literacy was monitored and assessed with bi-annual Reading and Spelling tests.

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 impact analysis was conducted in July 2019.

Literacy.

Total cohort size 64

Impact judgements were 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 were informed and evidenced by;

- The January 2019 data capture.
- Year 7 Passport Maths baseline tests were used and the results 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%.

The Current Year 7: Impact to date.

For the academic year 2019-20, we will be allocated circa £20,619

Interventions.

The interventions that were used in the last academic year (2018-19) will largely be repeated as they were effective. Please see above.

In addition, this year we have a more forensic analysis of the key stage two tests and results on a cohort, question and individual pupil level. As a result;

- Year 7 roadmaps to be altered in order to quickly address any learning gaps from key stage two. Evidence of this is available upon request.
- Highly personalised teaching and learning will fill KS2 gaps quickly and effectively.
- Problem topics will be addressed via seminar-style delivery.
- Set moves and target readjustment will occur when necessary.

Analysing the impact.

Detailed impact analysis is scheduled for January 2020 after the first data capture. Half termly Lexia literacy and passport maths analyses will also be taken and reported upon below.

Literacy.

Total cohort size: 59

Impact judgements are to be informed and evidenced by;

- The January 2020 data capture.
- A creative writing assessment which assesses 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 initiative that uses 'real' Year 6 data to provide information on cohort data in relation to the national average and question level analyses for individual students. This data will provide information on the cohort'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.
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- 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.

- All pupils who did not achieve 100 or above in their KS2 tests, will be tested to assess their reading age. The NFER reading comprehension test and the Vernon spelling test will be used to convert pupils' raw scores to standardised and age-standardised scores. This allows all staff have access to reading and spelling ages so that they are able to differentiate accordingly. Teachers will then ensure that pupils are able to access reading material in all classes and that spelling ages are considered when marking work and that opportunities are given opportunities to pre-learn key vocabulary.

Numeracy.

Total cohort size: 47

Impact judgements are to be informed and evidenced by;

- The January 2020 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).
- Progress tests based on key stage two SATs QLA data. Areas of weaknesses identified October 2019 and the same skills will be tested for progress by January 2020).
- Department standardisation (led by a trained Edexcel examiner).

Overall Impact.

Impact will be measured in relation to overall progress measures (please see table below) and using specific data from Lexia and Passport Maths.

	% 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							
CU Numeracy							



Impact: Literacy (Lexia)

Impact data and information to follow here.

Numeracy (Passport Maths).

Impact data and information to follow here.