



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 2019-20.

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 2019-20.

	Below Expected Standard [NS] in reading only	Below Expected Standard [NS] in mathematics only	Funding
2019-20	59	47	£20,772

Summary of the intervention strategies implemented at Huntcliff School during of 2019-20:

English and maths catch up lessons; filling the KS2 gaps.

In 2019-20 we had 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 were 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 implemented to fill KS2 gaps quickly and effectively.
- Problem topics addressed via seminar-style delivery.
- Set moves and target readjustment occurred where necessary.

Literacy Catch Up 2019-20.

- All pupils regardless of ability have had personalised catch up lessons designed to fill the gaps highlighted through the KS2 SATs. These lessons have focused on: explaining the meanings of words in context, selecting and retrieving information, explaining the effect of word choices on the reader and inference. Lessons 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.
- Reading and Spelling Tests; WRAT reading, NFER and Vernon spelling tests
- 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 2019-20.

- KS2 question level analysis data was used to target intervention at individual student's learning gaps. Cohort trends were analysed and gaps filled through a bespoke scheme of work based on results of the SATs data.
- 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.
- 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.
- All pupils receive Form Time Numeracy once a week to support and supplement the overall catch-up strategy.
- 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 GCSEs.

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

For the academic year 2019-20, we were allocated £20,772

Literacy.

Total cohort size: 59

Impact judgements were informed and evidenced by;

- The January 2020 and May 2020 data captures.
- 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.
- **PiXL Microwave.** 'Real' key stage 2 test question level analysis data provided performance comparisons in relation to the national average for the cohort and individual students. This data provided information on all pupils' (not just those under 100) 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.

- All pupils who did not achieve 100 or above in their KS2 tests, were tested to assess their reading age. The NFER reading comprehension test and the Vernon spelling test was used to convert pupils' raw scores to standardised and age-standardised scores This allowed all staff have access to reading and spelling ages so that they are able to differentiate accordingly. Teachers then ensured 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.

English catch up lessons (impact for all); September 2019-February 2020.

During the first half term of 2019-20, all pupils regardless of ability have had personalised catch up lessons designed to fill the gaps highlighted through the KS2 SATs. These lessons have focused on: explaining the meanings of words in context, selecting and retrieving information and explain the effect of word choices on the reader.

Of the pupils who studied the 'meanings of words in context' strand:

- 89% have made progress against their percentage score on their KS2 test.
- For this strand, the average percentage score on the KS2 tests was 72%. Of the pupils who made progress, the average percentage score on the catch-up test was 82%, an improvement of 10%.
- This puts pupils above the national average of 78% for this strand.
- Those pupils who are still under national expectation will receive further intervention during their normal English lessons. Teachers will be aware of these continuing gaps and differentiate work to address these during planned learning opportunities and demonstrate and connect tasks.

Of the pupils who studied the select and retrieve' strand:

- 65% of pupils have made progress against their percentage score on the KS2 test.
- For this strand, the average percentage score on the KS2 test was 43%.
- Of the pupils who made progress, the average percentage score on the catch-up test was 64%, an improvement of 21%.
- Of the 35% who didn't make progress after catch-up, 10% achieved the same percentage as they did at KS2.
- The national average score of pupils for this strand was 70% so we are still slightly below the national average.
- The 35% of pupils who did not make progress, will be retested after further therapy, involving in class and home – learning.

A small number of pupils studied the 'effects of words strand'. Of the pupils who studied 'effects of words':

- 30% of pupils have made progress against their KS2 score.
- For this strand, the average percentage score on the KS2 test was 54%.
- Of the pupils who made progress, the average percentage score on the catch-up test was 62%, an improvement of 8%.

- The national average for this strand was 74%.
- All pupils have been revisiting this strand in class as it is one of the fundamental building blocks of the key stage three curriculum. Pupils who found difficulty with this strand at KS2, have been giving in-class support in the form of WAGOLLS, sentence starters, modelling, paired work and teacher feedback. We will also be revisiting this strand within catch up lessons for those not meeting national expectation. The skill will be retaught and then reassessed.

Pupils joining us below expected standard (100) for literacy.

In addition to catch-up lessons, these pupils received further support and intervention using the Lexia literacy programme. Details of the progress made by these pupils is shown below;

‘Meanings of words in context’ strand:

- 92% have made progress against their percentage score on their KS2 test.
- For this strand, the average percentage score on the KS2 tests was 53%. Of the pupils who made progress, the average percentage score on the catch-up test was 76%, an improvement of 23%.

‘Select and retrieve’ strand:

- 93% of pupils have made progress against their percentage score on the KS2 test.
- For this strand, the average percentage score on the KS2 test was 41%.
- Of the pupils who made progress, the average percentage score on the catch-up test was 56%, an improvement of 15%.

‘Effects of words’:

- 30% of pupils have made progress against their KS2 score.
- For this strand, the average percentage score on the KS2 test was 54%.
- Of the pupils who made progress, the average percentage score on the catch-up test was 62%, an improvement of 8%.
- The national average for this strand was 74%.
- Pupils who found difficulty with this strand at KS2, have been giving in-class support in the form of WAGOLLS, sentence starters, modelling, paired work and teacher feedback. We will also be revisiting this strand within catch up lessons for those not meeting national expectation. The skill will be retaught and then reassessed.

‘Inference’ strand:

- 100% of pupils have made progress against their KS2 score.
- For this strand, the average percentage score on the KS2 test was 32%.
- The average percentage score on the catch-up test was 83%, an improvement of 51%.

Numeracy

Impact judgements were informed and evidenced by;

- The January 2020 data capture.
- Year 7 Passport Maths baseline tests were used and the results were 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 were tested for progress in January 2020); this data is tabulated below.
- Department standardisation (led by a trained Edexcel examiner).

Numeracy Catch Up lessons.

All pupils regardless of ability have had personalised catch up lessons in Mathematics designed to fill the gaps highlighted through the question level analysis data from KS2 SATs.

These ‘Gaps lessons’ have focused on the KS2 Maths Strands: Calculations, Fractions, Decimals and Percentages, Number and Place Value, Ratio and Proportion, Properties of Shape, Position and Direction, Measurement, Statistics and Algebra.

The data for the cohort upon entry to Huntcliff Academy, the national data (for comparative purposes) and data indicating the impact of the intervention is tabulated below:

Strand	Cohort Mean Score Upon Entry (KS2 SATS data)	National Mean Score (KS2 SATS data)	Percentage of Cohort who improved upon their KS2 SATS Score after the Gaps Intervention	Cohort Mean Score after GAPS intervention.
Calculations	86.7%	89.7%	87.5%	87.9%
Fractions, Decimals, Percentages	72.3%	77%	83%	75%
Number and Place Value	41.5%	55%	64.9%	48%
Ratio and Proportion	28.4%	75%	92%	61%

Properties of Shape	60%	69%	76%	66%
Position and Direction	61%	70%	81%	68%
Measurement	35.6%	49.7%	66%	41.6%
Statistics	18%	33.8%	89%	28.7%
Algebra	75.3%	79.8%	93.9%	83.9%

Next Steps

Those pupils who are still under national expectation will receive further intervention during their normal Mathematics lessons. Teachers will be aware of these continuing gaps and differentiate work to address these during planned learning opportunities and Demonstrate and Connect tasks. This will be further supported by 'Core Skills' 15-minute sessions and the weekly whole school Form Time Numeracy sessions which currently focus on calculations. Later in the school year Form Time Numeracy will focus on the other strands. The Form Time Numeracy initiative also supports the whole school 'Revisit' strategy.

Pupils joining us below expected standard (100) for numeracy.

In addition to catch-up lessons, these pupils received further support and intervention using the Passport maths programme. Details of the progress made by these pupils is shown below;

As of end of the academic year 2019-2020, 73% of the Passport Maths cohort had met the required standard to be considered 'Secondary ready in Mathematics' compared to 0% previously (as the cohort was identified as those students with a raw SATS score <100). The remainder of the cohort made 'good progress' (i.e. are on track to demonstrate that they are secondary ready) which can be evidenced in the passport Maths tracker: 63% of the cohort demonstrated 'good progress' in number, 52% demonstrated good progress in algebra and 41% demonstrated good progress in statistics. All of the students will receive continued targeted support in GAPs lessons in year 8 to fix remaining knowledge gaps and to revisit those already addressed.

Overall Impact.

Impact is measured in relation to overall progress measures in the table below. Please be aware that the targets set are pitched at a 'high' level of challenge (FFT20).

7PPR2 data (May 2020).

	% 9-4 English (Lit CU) %9-4 maths (Num CU)		Average attainment 8		Average Ebacc APS	
	FFT20 Target	7PPR2 Estimation	FFT20 Target	7PPR2 Estimation	FFT20 Target	7PPR2 Estimation
CU Literacy	44	28	37.24	36.06	3.48	3.33
CU Numeracy	43	38	35.90	34.60	3.35	3.21

- There were 59 pupils in this year group who received literacy catch up support. They are estimated to perform below target in English at grade 4. This relates to approximately eight

pupils. This cohort is estimated to perform marginally below target across the best eight subjects and the Ebacc. **Given that targets are based on FFT20, this does represent accelerated progress given that the pupils have only been at school for less than two terms.**

- There are 47 pupils in this year group who received numeracy catch up support. This cohort is estimated to perform marginally below FFT20 target in relation to maths at grade 4. This represents accelerated progress in just under two terms. In addition, they are also estimated to perform only fractionally below FFT20 targets for the best eight subjects and the Ebacc.

The Current Year 7: Impact to date.

For the academic year 2020-21 we will await to find out how much, if any, catch up finding will be allocated.

Interventions.

The interventions that were used in the last academic year (2019-20) will largely be repeated as they were effective, including Lexia and Passport maths for those pupils who perform under expectation in baselining tests in the autumn term of Year 7.

Catch up lessons; progress for all.

In the absence of 2020 key stage two question level analysis, English and maths have devised a bespoke Year 7 scheme of work that will diagnose and fill the KS2 gaps for our current Year 7 cohort.

In English,

1. All pupils will sit the 2019 SATS Grammar, punctuation and spelling assessment as well as the reading assessment questions for the following strands: Meaning of words in context, selecting and retrieving information, explaining the effect of words and inference. All pupils regardless of ability will have personalised catch up lessons designed to fill the gaps highlighted through the KS2 SATs. Lessons 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.
2. November 2020, pupils will sit the same 2019 SATS questions for both reading and writing. This data will then be analysed to look at progress and the impact that the catch-up programme has had. Students who are still struggling with a particular strand, will be given support in lesson and independent learning tasks that can be completed at home.

In maths,

1. All pupils will sit the 2019 maths SATS papers. All pupils regardless of ability will have personalised catch up lessons designed to fill the gaps highlighted through the 2019 KS2 SATs. Lessons are taught using a mastery approach using a hybrid of the White Rose Scheme and the Covid-19 Gaps resources provided by the National Centre for Excellence in Mathematics teaching (NCETM).
2. In April 2021, pupils will re-sit the 2019 SATs papers to measure the impact of the catch-up programme. Students gaps which are identified as remaining upon Question Level Analysis will be further supported in lesson and with bespoke independent learning tasks that can be completed at home.

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