

Catch-Up Premium Funding: Report for Academic Year 2020-2021

What is Catch-Up Premium funding?

The literacy and numeracy premium gives schools additional funding to support year 7 students who did not achieve the expected standard in reading and/or maths at the end of KS2.

The DfE have allocated no budget for the upcoming year to The Ecclesbourne School and notification this was ceasing was received in June 2020.

Strategies to Support Improvements of Catch-Up Students:

The students who come to The Ecclesbourne School below the expected level for reading and/or maths are assessed using a baseline test and where appropriate are offered support in a variety of ways:

- In-class support
- Weekly intervention programme for Literacy and numeracy
- Buddy Reading
- Small group teaching in Maths
- Individual Mentoring of students through the keyworker system.

Students who are withdrawn from selected lessons are given high quality focussed support in literacy and/or numeracy for at least one hour per week. This support is personalised and delivered in very small groups. In Maths, an additional class is created for those students who have found it most difficult to make progress and additional in-class support is used to assist.

Progress of students is analysed by their progress in Maths and for Reading through the WRAT reading test. Catch-Up Premium funding also contributes towards staffing in the Learning Support Faculty where qualified teachers deliver small group work to help students develop reading, writing and maths skills. Students who join the school without having achieved the expected levels in reading are included in the withdrawal programme to help them catch-up and thus, long term, better access the curriculum.

A buddy-reading programme is also highly effective. Year 10 students are trained to deliver the programme during registration periods in the school library. This has been running for a number of years now in order to maximise progress in reading and provide an early boost in confidence. This works well.

All teaching staff are made aware of students who did not make expected levels in KS2 SATs – Reading and maths. This is so that targeted support can be carried out in mainstream lessons.

Sixth formers were used in some instances to help support students in English and Maths lessons.

The Maths Faculty subscribe to; My Maths, Diagnostic Questions, Manga High and Living Worksheets. These are available to students for independent study as well a classroom teaching.

How is the impact of this intervention measured?

At The Ecclesbourne School a single assessment system is used across years 7 to 11 based on new GCSE 1 – 9 Grades. Progress through Grades 1 – 9 is conveyed using sub-grades as follows:

2m	Mastery of Grade 2
2s	A secure Grade 2
2e	An emerging grade 2

Progress in **Mathematics** is shown using this single assessment system and is tracked by the class teacher and measured by performance in regular tests completed throughout the year. Test results, as well as other progress data, are used to determine setting arrangements.

Progress in **Reading** is tracked through The Wide Range Achievement Test (WRAT).

Outcomes from 2019-20

Mathematics Progress – as measured against MET targets (set in line with top 20% outstanding progress)

% of Catch-Up Premium students making progress (expected or above)	100%
% of Catch-Up Premium students making more than expected progress	0%

Internal results indicate clear progression from the start of September. This solid improvement of individuals and the group as a whole indicates the value of the additional small group for Maths, not only from an attainment but also that of increasing mathematical confidence that is evidenced in maths lessons with these students.

When progress of the maths catch-up cohort is analysed against those reaching the expected end of KS2 level, the following progress is noted:

Working above expected end of KS2 level,	40%
Working at expected end of KS2 level,	20%
Working below expected end of KS2 level,	40%

Reading Progress

Student progress on the intervention programme was very good with an average increase in reading of **7 standard score points on the WRAT tests**. These results demonstrated very good progress confirming that the benefits cannot be underestimated in terms of increased confidence in reading and the students increased ability to access other areas of the curriculum.

<i>Student M/F</i>	<i>Reading Age Oct 2019 Standardised Score (WRAT)</i>	<i>Reading Age May 2020 Standardised Score (WRAT)</i>	<i>Change – Increase/decrease</i>
M	104	113	+9
F	86	91	+5
M	94	95	+1
F	87	93	+6
M	94	87	-7
M	108	113	+5
F	92	97	+5
M	96	86	-10
F	100	102	+2
F	89	95	+6
M	98	114	+16
M	101	107	+6
F	107	145	+38
F	85	90	+5
M	83	92	+9
F	91	98	+7
M	85	102	+17
M	90	92	+2
M	103	106	+3
F	82	81	-1
M	89	93	+4
M	90	108	+18

Please note that a standard score of between 90 and 110 on the WRAT-4 reading test is considered to be in the average range for students of this age.

86% of these students made progress in their reading throughout the year.

The intervention that is in place works very well and consequently the current provision will remain for the coming year.