



Lord Derby Academy

Year 6/7 Catch Up Funding

2019/2020

Catch Up Funding

2016-17	2017-18	2018-19	2019-20
£17,500	£20,400	£ 19,141	£19,317

The **Year 7 Literacy and Numeracy Catch-up Premium** is funding given to schools from the government to support those **pupils who did not achieve the expected standards** at the **end of Key Stage 2** in either Mathematics, English (reading) or both. Schools are free to spend the Catch-Up Premium as they see fit, within specific parameters, to fund strategies to close the attainment gap between those pupils and their peers. National curriculum tests at the end of key stage 2 (KS2) (often referred to as SATs) are administered in mathematics, English reading and English grammar, punctuation and spelling. A scaled score of 100 represents the expected standard on the test.

Key priorities

- To accelerate the progress of the pupils who finished KS2 having not met national expectations
- To employ specific literacy and numeracy strategies to help pupils 'catch-up' with national expectations
- To track the closely the performance in maths and English of pupils in all year groups who started LDA in Year 7 below expectations and support those still behind

The **2019/ 2020** Year 7 cohort is as below:

Total number of pupils on roll in Year 7	220
Total number of Catch-up pupils	Number: 75
	Cohort Percentage: 34%
Catch-up eligible pupils who are also disadvantaged	Number:43
	Cohort Percentage:20%
Pupils with a scaled score <100 in Reading at the end of KS2	Number: 67
	Cohort Percentage: 30%
Pupils with a scaled score <100 in Maths at the end of KS2	Number: 43
	Cohort Percentage: 20%
Pupils with a scaled score <100 in both Reading and Maths at the end of KS2	Number: 31
	Cohort Percentage14%

Who is involved in the catch-up plan?

Literacy and numeracy **are every member of staff's responsibility** at Lord Derby Academy. However, the following staff have specific responsibilities linking to the catch-up plan:

	Role
Numeracy Lead	<ul style="list-style-type: none">• Designs intervention sessions• Organises testing, monitors progress and reports back to the Deputy Leader of maths in charge of KS3, the SENDCO and the Deputy Headteacher• Monitors the quality of intervention sessions• Has responsibility for the school's timetabled Numeracy lessons in Years 7-9.
Literacy Lead	<ul style="list-style-type: none">• Designs intervention sessions• Organises testing, monitors progress and reports back to the Deputy Leader of English in charge of KS3, the SENDCO and the Deputy Headteacher• Monitors the quality of intervention sessions.• Has responsibility for the school's timetabled Literacy lessons in Years 7-9
Teaching Assistants leading the intervention catch up sessions	Highly trained, specialised Teaching Assistants (TAs) are employed to deliver the various intervention sessions mentioned above. TAs also liaise with the Deputy Leaders of maths and English.
Transition group teachers	Transition groups, led by experienced and highly trained TA (level 3), are in place in Years 7 to 9 to support pupils who have difficulty accessing literacy and numeracy. This provision also aims to raise pupils' self-esteem, develop life skills, improve communication skills and build engagement with the school and education.
SENDCO	Coordinates literacy & numeracy Catch-Up sessions
Deputy Headteacher	Holds leaders to account, compiles and monitors the Catch-Up plan, leads reviews

Intervention Information for 2019/2020 (the assumption is we will receive for 2019/2020 the same amount as 2018/2019)

	Intervention	Lead	Details	Modifications from previous academic	Cost
N U M E R A C Y	Newly appointed Numeracy Lead to be in charge of pupils <100 in numeracy at KS2	KA (Num lead)	The Numeracy Lead will: <ul style="list-style-type: none"> • Create the plan of interventions for pupils <100 • Ensure the progress of these pupils in maths is tracked separately as per the school's assessment calendar • Ensure interventions are reviewed according to assessment results • Meet ½ termly with Deputy Headteacher and SENDCo to discuss progress of PP Year 7 Catch-Up pupils. • Ensure pupils in Year 8 who did not catch up in Year 7 are still tracked and supported 	Numeracy coordinator will now take on the lead for the catch-up plan for numeracy	Paid via the school budget
	Introduce Liverpool Counts Quality Mark	KA	The aim is to develop a positive outlook/ethos surrounding numeracy which will allow catch up pupils to see the real-life link of the work they are doing. This will also complement our curriculum intent to develop a love of maths with all pupils.	More opportunity to tackle real world problems in and out of maths lessons.	Lead CPD - £600 Printing - £800
	Embed the use of numeracy ages / These are on Sims for all staff to see.	KA	All Year 7 pupils to sit a Numeracy Progress test (ages 11-17). The strategy will be used to base line, identify gaps in various areas of maths and provide support to address these specific gaps (covering Years 7-9). This will further help plug the gaps that catch up pupils may have in numeracy.	Catch up pupils will sit the test ½ termly rather than termly.	
	Continue with small group intervention	CT (SENDCo)	-Targeted pupils have one extra lesson each week of numeracy, based on identified gaps -These lessons take place instead of Modern Foreign Languages curriculum time, Technology, Expressive Arts and PE -We have made the decision to prioritise this extra numeracy intervention as we know it will be the key to future success in all other subjects -This extra lesson of numeracy is planned and delivered by TAs who have significant previous experience of teaching and leading at KS2 and who have had specific training in numeracy teaching. - TAs are to observe one lesson of maths a week in order to further improve their own numeracy skills. This will allow them to further extend the pupils in the numeracy catch up sessions.	Re-focused role of TAs by tailoring their input following "Review Make Progress" (RMP) sessions. Closer checks on pupils' answers whilst working on Maths box task.	TA time partially funded through Catch up fund £3,500

NUMERACY

Use of "Maths boxes" during numeracy intervention	KA	The Maths Box series is a set of 6 boxes of cards, one for each of the year groups 1 - 6. They have been written to support the teaching and learning of the new Mathematics National Curriculum. The cards are grouped by curriculum strands and sub-strands. Separate answer cards allow pupils to work independently, at their own pace, whilst keeping a record for their own and teacher reference.	This year, the use of the maths box will be more structured with taught elements of concepts that pupils still find difficult to grasps.	Already purchased
Use of "Rapid recall boards" during numeracy intervention	KA	Rapid recall boards are a set of dry wipe boards which cover every key number objective from the National Curriculum. A visual assessment tool to aid teaching and quickly differentiate the task. Generates maths discussion using correct vocabulary between pupil and teacher.	Extra resource added into TAs' catch up sessions to assist with plugging gaps in knowledge.	£150
Implement numeracy in form time	KA	Pupils will complete a short task one morning a week during form time which can be discussed with the form about errors/misconceptions.	Newly added to form time routine.	
Transition group teaching for pupils in Year 7 having received a maths score lower than 90. Transition group for pupils in Y8 who still experience difficulties with the curriculum in maths.	CT	Pupils receive bespoke mathematical education within the transition group by a very experienced TA level 3 specialising in mathematics. The member of staff attends the maths department meetings and is observed as part of the teachers' observation cycle.	The transition teacher has received eMathsMaster training and observed numeracy lessons in Blacklow Brow primary school	TA time partially funded through Catch up fund £4,725
Quality assurance of intervention	KA	The Numeracy Lead will continue to quality assure the work delivered in the intervention groups	This was well received last year. TAs appreciated the bespoke feedback they received.	

L I T E R A C Y

Expand role of literacy Lead	CP (SLT)	Literacy Lead to track Catch up pupils' progress throughout their time at LDA and will meet ½ termly with Deputy Headteacher and SENDCo to discuss progress of PP Y7 Catch up pupils.	New this year ongoing	
Reading online assessment testing	LMO (Lit Lead)	Pupils tested in Year 6 in the summer, then 3 times a year until Year 9 to track progress	Ensure Y8 & Y9 pupils not making progress are supported	£1,000
Continue with small group intervention	CT	-Targeted pupils have one extra lesson each week of Literacy -These lessons take place instead of Modern Foreign Languages curriculum time, Technology or Expressive Arts -We have made the decision to prioritise this extra literacy intervention as we know it will be the key to future success in all other subjects -This extra lesson of literacy is planned and delivered by TAs who have significant previous experience of teaching and leading at KS2	Drop ins by Head of literacy and SENDCo to check the quality of provision and inform CPD needs TAs will have opportunities to observe English teaching staff.	TA time partially funded through Catch up fund £3, 500
Use of "Reading comprehension boxes" during literacy intervention	CT	The boxes help pupils strengthen their comprehension skills.	Pupil voice will be conducted in Dec 19 to seek pupils' views on the impact of these boxes on their learning/ development of independence Pupils will now write their responses out in full sentences. RMP will identify misconceptions so that green responses show progress.	Previously purchased
'Read, Write Inc'	CT	Pupils follow the Ruth Miskin programme of study to improve reading for meaning and decoding in small groups of 2-3 pupils.		
Continue with Lexia literacy support	CT	Aimed at improving core-reading skills and increasing confidence in decoding unfamiliar words. This is used in class during Literacy lessons and as part of small group withdrawal.		Purchased through PP fund
Read Write Gold	CT	Software to support SEND pupils with literacy		Purchased through PP fund
'Lucid'	CT	A portfolio of assessments to screen and diagnose pupils with specific learning needs		

L I T E R A C Y	Transition group teaching for pupils in Year 7 having received a reading score lower than 90. Transition group for pupils in Y8 who still experience difficulties with the curriculum in English.	CT	Pupils receive bespoke Literacy education within the transition group by a very experienced TA level 3 specialising in literacy. The member of staff attends the English department meetings and is observed as part of the teachers' observation cycle.	The transition teacher observes literacy lessons in Blacklow Brow primary school. Transition teachers will also be expected to observe English staff to support teaching.	TA time partially funded through Catch up fund £4,725
	Quality assurance of intervention	LMO	The Literacy Lead will quality assure the work delivered in the intervention groups.	Both learning walks and book scrutinies will take place as evidence to support pupil progress. Pupil voice will assess whether pupils are making progress and content with their learning.	
	Bedrock	LMO	A program that tests pupils' existing knowledge of vocabulary and embeds new vocabulary.	Teaching staff to monitor pupils progress. Bedrock will monitor and report progress.	Funded through PP
	Display	LMO	Library funding for books. Pupil Parliament will have responsibility for buying books for the Library. "Bookflix" display to allow pupils to suggest books to read.		Funded through PP

Termly discussion of impact

January 2020

1- Numeracy summary

Year 7 cohort September 2019, all pupils	<u>September 19 position</u> Year 7 Numeracy catch up cohort – numeracy ages	<u>January 2020 position</u> Year 7 Numeracy catch up cohort – numeracy ages	<u>July 2020 position</u> Year 7 Numeracy catch up cohort – numeracy ages
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<p>Pupils with a scaled score <100 in Maths at the end of KS2</p> <p>43 pupils 20% of the entire Year7 cohort</p>	<p>43 pupils eligible for catch up.</p>	<p>8 pupils have been taken off in November 2019 due to improvement in catch up sessions.</p> <p>A further 3 were taken off due to Numeracy age testing done in lessons showing the pupils were working above their age.</p> <p>There are still 32 pupils part of the catch-up programme for Numeracy which is now 15% of the total year group.</p>	
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What has worked well so far to support Y7 catching up in Numeracy?

- Regular meetings with the lead numeracy Teaching assistant (LJ) surrounding how best to support the different cohort of pupils she is working with
- The making of a set structure for the numeracy sessions by providing resources LJ is able to use on a weekly basis to support improvement in Numeracy skills/confidence
- Sending the letters out to make parents/carers aware of their child being involved in the catch-up programme. Any concerns can be easily addressed over a short phone call.
- LJ tracks pupils regularly to monitor progress
- Lessons are at the same time each week so provides consistency for the pupils
- Pupils are not missing any maths/numeracy sessions to have the extra sessions so is not impacting on any further progress in lessons
- LJ has time available to plan the sessions so the pupils have their individual needs catered for during the session
- Lessons are short enough that pupils do not lose focus. Task at the start of the lesson engage pupils so they get the most out of the session.

What could we do better and next steps ?

- More frequent liaising with LJ over needs of the pupils in the groups she works with.
- Provide extra resources if needed for weaker pupils to aid their improvement/success during their catch-up sessions
- More catch up sessions available for weaker pupils, e.g. Twice a week.
- More staff available to take these sessions, e.g. Maths staff, training provided to run the sessions effectively.

2- Literacy summary

Year 7 cohort September 2019, all pupils	<u>September 19 position</u> Year 7 literacy catch up cohort – reading ages	<u>January 2020 position</u> Year 7 literacy catch up cohort – reading ages	<u>July 2020 position</u> Year 7 literacy catch up cohort – reading ages																		
Pupils with a scaled score <100 in Reading at the end of KS2: 67 pupils	<table border="1" data-bbox="357 501 651 613"> <thead> <tr> <th>RED</th> <th>Amber</th> <th>Green</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>19</td> <td>22</td> </tr> <tr> <td>28%</td> <td>41%</td> <td>31%</td> </tr> </tbody> </table>	RED	Amber	Green	26	19	22	28%	41%	31%	<table border="1" data-bbox="804 501 1169 613"> <thead> <tr> <th>RED</th> <th>Amber</th> <th>Green</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>24</td> <td>23</td> </tr> <tr> <td>28%</td> <td>41%</td> <td>31%</td> </tr> </tbody> </table> <p>16 pupils have made more than expected progress.</p> <p>15 pupils have made more than 12 months progress since Autumn</p> <p>5 pupils have moved from being Red, 2 years or below their chronological reading age to Amber. Meaning that they are reading within 12 months of their reading age.</p> <p>1 pupil has moved from Amber to Green meaning that they are now on or above their chronological reading age.</p> <p>2 pupils have only made 2 months progress where at this stage we would expect an average of three.</p> <p>12 pupils have stayed stagnant in their progress.</p>	RED	Amber	Green	21	24	23	28%	41%	31%	
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What has worked well so far to support Y7 catching up in Literacy?

Intervention.
Monitoring the use of Bedrock.
Pupils have year 9 reading mentors.

What could we do better and next steps ?

Monitor those pupils who have not made progress. Ensure that they are accessing Bedrock, Lexia and engaging in the intervention support that is in place.

Make staff and aware of the pupils that are identified as being below their chronological reading age and provide strategies to support them in lessons.

Make Heads of Department aware of those pupils that are reading chronologically lower than their age to see if further support can be put into place.