

Catch-up Funding 2018-19

The literacy and numeracy catch-up premium gives secondary schools an additional £500 for each Year 7 student who did not achieve the expected standard in reading and/or maths at the end of Key Stage 2.

In the academic year 2018/19 nineteen students began in Year 7 at Marshfields School, and we received funding for twenty students. All students were below the expected standards in Maths and English, fourteen of which were boys and eight were girls. This means that we received an additional £9,500 to support our students with their Literacy and Numeracy.

This is a secondary special needs school so all twenty-two students have an Educational health care plan; each of the students having a wide variety of needs that have impacted on their previous learning and continues to impact on their current learning.

Organisation of students

- The students were split into two smaller form groups, each with a teacher and a teaching assistant to support them.
- The teaching assistant within each group worked with and supported solely their form group whilst they moved around the school and within lessons.
- Staff were able to encourage independence and build student confidence within the smaller groups.
- The smaller number of students within each group enabled staff to settle them quickly into the life of the school and the students knew that the same TA was there to support them in all lessons.
- The smaller group size also enabled quality first teaching to take place where specific targeted work could be carried out.
- The student's individual needs and highlighted objectives within their EHC plans could be addressed throughout the curriculum.

Intervention Strategies

- All the students received small group interventions and some 1 to 1 intervention in English and/or Maths to support their learning. They also received other interventions to fulfil their additional needs related to their EHC plan.
- Support for students and form team was given from the Literacy and Numeracy interventions coordinator.
- Purchase of literacy and numeracy resources to support learning.
- Continuing implementation of the morning Numeracy strategy to improve students' knowledge, skills, understanding and confidence. (30mins x 4 days per week). Numeracy strategy is monitored by learning walks led by members of SLT and middle leaders.
- Accelerated reader/star reader licences to support reading and comprehension in class. Reports highlight skills and steps for improvement. Accelerated reader is used in afternoon strategy times, 30 mins x 4 days per week. These are also monitored by learning walks led by members of SLT and the lead teacher of English.
- Purchase of licences for Star early literacy to support teaching/learning of decoding/phonics/phonemic awareness, etc.
- New books in the library chosen by the students that are of interest to them, this has helped to encourage and support reluctant readers, and has supported students of all ages and abilities.
- Homework book-bag books scheme to support students reading at home with parents/carers and build on skills learned in class.

Impact of the funding

English Data – September 2018 to July 2019

English reading progress based on Teacher Assessment and moderation.	Number of Students	%
1-5+ learning objectives achieved	19	100%
6-10+ learning objectives achieved	11	57.9%
11-15+ learning objectives achieved	4	21.1%

Average beginning reading assessment Sept 18 – 7.5 learning objectives achieved.
Average ending reading assessment July 19 – 14.9 learning objectives achieved.
Year 7 average reading assessment improvement – 6.6 learning objectives improvement.

English writing progress based on Teacher Assessment and moderation.	Number of Students	%
1-5+ learning objectives achieved	19	100%
6-10+ learning objectives achieved	11	57.9%

Average beginning writing assessment Sept 18 – 8.7 learning objectives achieved.
Average ending writing assessment July 19 – 14.7 learning objectives achieved.
Year 7 average writing assessment improvement – 6 learning objectives improvement.

Reading Age Data based on Star Reader results (AR).	Number of Students	%
0 - 5mths + progress	16	84.2%
6 – 10mths + progress	3	15.8%
11 – 16mths + progress	1	5.3%

Average reading age of students September 2018 – 6yrs 3mths.
Average reading age of students July 2019 – 7yrs 5mths.
Year 7 average reading improvement – 14 months.

Maths Data – September 2018 – July 2019

Maths progress based on Teacher Assessment and moderation.	Number of Students	%
0 – 5+ objectives achieved	19	100%
6 – 10+ objectives achieved	8	42.1%

Average Maths objectives achieved Sept 2018 – 0.
Average Maths objectives achieved July 2019 – 4.8.
Year 7 average maths objectives achieved improvement – 4.8.

Maths Age Data based on 'Basic number screening test' - Gillham & Hesse	Number of Students	%
0 - 5mths + progress	19	100%
6 – 11mths + progress	12	63.2%
1 – 2yrs + progress	10	52.6%
2yrs + progress	5	26.3%

Average maths age of students September 2018 – 7yrs 3mths.
Average maths age of students July 2019 – 8yrs 6mths.
Year 7 average maths age improvement – 15 months.

All Year 7 students will continue to be monitored on our reviewing and assessment cycle throughout Year 8. Further interventions and strategy groups will be given to those requiring additional support.