



School Catch Up Funding Allocation: **£ 11,200**

Total Spend: **£13,931.40**

### Literacy

31 students were identified for Literacy Catch-up using the Cognitive Attainment Test (CAT) data for the Verbal test and teacher assessments. Although it is more usual for students to be identified by low prior attainment at KS2 in English, KS2 assessment data was much more limited due to school closures caused by COVID 19, so was used as supplementary evidence only.

Students were withdrawn from non-core subjects, predominantly -French, RE, SE or Pixels Edge for 3 lessons per fortnight. Students worked in 7 small groups with a maximum of 5 students to 1 teacher.

### Provision included:

- **Small Group Guided Reading** - scheme of work and resources were provided by the English department. Students worked with a HLTA in small groups (maximum of 5 students per group). The programme developed both vocabulary and meta cognition strategies to develop reading skills.
- **Bedrock** - a well-researched and evidenced intervention online programme which builds and extends vocabulary and encourages reading. – Free Trial

**Cost:** HLTA 10 periods a week for 30 weeks: - **£ 6,900**

### Impact

Number of students	Significant progress towards closing the gap	Some progress towards closing the gap	Little or no progress towards closing the gap
31	13	5	13

- 58% of students made accelerated progress towards closing the gap between their prior attainment and their peers.
- 41 % made significant progress towards closing the gap between their prior attainment and their peers
- 41% of students made limited or no progress
- 1 student left cohort and moved schools

The intervention was not completed to the extent that was planned due to the Covid restrictions during the spring term and a high number of both staff and students who were absent due to illness or self-isolation during the summer term.

The school used the free trial option for the Bedrock programme for the last term. Success was only partial, however if Bedrock becomes established within school and is embedded in both intervention and classwork, it is much more likely to be an effective provision both in terms of cost and outcomes.

## Numeracy

25 students were identified through a combination of CAT scores (quantitative), students highlighted by primary school as low prior attainers in maths at KS2 or by their year 7 maths teacher.

### Provision included:

Intervention was delivered by an HLTA with a maximum student teacher ratio of 1:5. Students were withdrawn from non-core subjects and received three 1-hour sessions a fortnight.

The maths intervention programme was devised and developed by the maths department, with the majority of both lesson content and resources being provided by the maths department and was supplemented by using Timestable Rockstars. The delivery of the programme was directed and supervised by the Head of Maths.

**Cost:** Teacher: 10 periods a week for 30 weeks -£ 6,900

Timestable Rockstars                      **£ 131.40**

### Impact

Number of students	Significant progress towards closing the gap	Some progress towards closing the gap	Little or no progress towards closing the gap
25	10	10	5

- 48% of students made accelerated progress towards closing the gap between their prior attainment and their peers.
- 48% made significant progress towards closing the gap between their prior attainment and their peers
- 20% of students made limited or no progress

Intervention was disrupted by COVID, both in terms of school closure and self-isolation. Whilst many students did access on-line learning not all students were able to do so successfully. This consequently impacted on their progress.