



Congleton High School Year 7 Literacy and Numeracy Catch-Up Premium Funding 2021-22 Evaluation

Literacy and Numeracy Catch-Up Premium funding provides schools with an additional funding for each Year 7 student who did not achieve the Government's 'Expected Standard' in Reading and/or Maths at the end of Key Stage 2. The 'ring-fenced' funds are provided to all state-funded schools with a Year 7 cohort and are to be spent on provision which enables the students to 'catch-up' with their peers during the first year of Key Stage 3.

In 2021-22, Congleton High School identified and supported Year 7 students who had not achieved the expected standard in Reading and/or Maths at Key Stage 2. Students identified followed a 'Catch-Up' programme throughout Year 7 specifically designed to address their individual learning needs and hence accelerate their English and Maths progress. Some students, who were close to meeting the national standard, were provided with additional classroom support in Maths and English lessons.

A range of resources were purchased and intervention activities organised to support the students to 'catch up'. These included:

- Morning registration intervention sessions in English.
- Use of Maths and English Specialist HLTAs to support intervention activities.
- Small Group Teaching in English and Maths (Groups of 6 or less).
- Fiction Express Reading Programme
- Subscription to White Rose Maths and access to support videos and worksheets for remote learning
- White Rose Maths workbooks to support learning and reduce amount students have to write
- Access to MyMaths with activities specially designed with the White Rose Maths SOW in mind.

Students with more complex literacy and numeracy needs receive a more intense programme of support in comparison to those with lower levels of need. Interventions are selected which are appropriate to the needs of the learner to ensure a personalised learning experience.

How we assessed the effect on attainment

Progress is checked via continuous assessments throughout the year in English and Maths. Final attainment is measured at the end of Year 7 in both subjects via the 'Serious about Success' Exams used with the whole Year 7 cohort.

The Impact of the Intervention Programmes

Due to the impact of the Covid-19 pandemic, this cohort of children did not sit their KS2 SATs. As a result, Congleton High School and hundreds of other schools across the country turned to online testing as a way to gain data that would compare our students to those nationally. This was done in September 2021 with no prior preparation. As the results we received were much lower than what we would've expected, we have made internal adjustments to set our targets.

In Maths, 90 students (45.4% of the cohort) achieved a Scaled Score of less than 100 on the Baseline Test that meant they had not 'Achieved the Standard'. This was 20% more than the last three cohorts that sat KS2 SATs which we do not believe to be an accurate reflection on the cohort. These students were monitored carefully throughout the year, using their Number Skills and Computer Room lessons to give targeted support. As a result, 30% made above expected progress by the end of the year, and 47% progress in line with their peers. Almost 10% moved into a higher set. Students will continue to be monitored by the Year 8 class teachers.

In English, 76 students joined us without reaching the Government's 'expected standard' in their KS2 SATs. These students were supported through registration intervention activities, in class intervention, and LRC reading programmes throughout the year. As a result, 66% of them achieved the level of secure or exceeding in English, with 29% moving from emerging level to developing level. Students who are still identified as below the 'Expected Standard' are given extra reading support using the Fiction Express Reading Programme and through guided reading in the LRC and they will continue to have regular in class intervention. They will also have the opportunity to be a part of the Reading Mentors Programme in Y8. Their progress will be closely monitored in Year 8.