



# Catch Up Funding Report for the Academic Year 2017/18

Literacy and numeracy catch up funding provides schools with additional funding to support those children who performed below national expectations at KS2 in English and Maths. It is provided to all state funded schools with a Year 7 cohort.

This overview addresses the following areas:

- Guiseley School's funding allocation for the current academic year (2018-19)
- Details of how we intend to spend this year's allocation (2018-2019)
- Details of how we spent the previous year's allocation (2017-2018)
- How last year's allocation made a difference to the attainment of the pupils who benefited from the funding.

## Expenditure for 2017-2018: How the money was spent

Guiseley School received an additional £12,488 for the academic year 2017-18.

A proportion of the catch up funding was used to provide additional support to students through use of the HLTA for English and use of specialist literacy software. This Software (IDL) was used daily with pupils accessing it between two and five times a week according to their individual need. The cost of the IDL programme and HLTA support in literacy amounted to £4,458.

Accelerated Reader- Accelerated Reader is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure. This programme was purchased for all key stage 3 pupils with the aim of promoting a reading culture across years 7 to 9. However, the main aim of purchasing this programme was to accelerate the progress of those pupils who receive the catch up funding specifically with reading, which is a skill which determines how well they can access the rest of the curriculum. Their progression is given particular focus. The total cost of this programme is £3,773.

For mathematics this cohort were initially taught in a small group (1 per each year half) by a Maths HLTA with bespoke interventions for term 1. In addition to their Maths lessons, in terms 2 and 3 they were taught once a week for an hour by a Maths specialist who was responsible for Friday interventions. The cost of the mathematics interventions was £4,126, including a contribution towards 'My Maths' and specialist resources of £275.

## Ofsted 2017

*"The Year 7 literacy and numeracy catch-up funding is also used well. As a result, a number of pupils no longer require additional support to improve their literacy and numeracy skills."*

## Impact

### Numeracy

Strategy and cost	Desired outcome	Impact
Extra small group Maths intervention sessions delivered through HLTA input.	To address misconceptions in Maths and allow students the opportunity to revisit key skills from their KS2 education in a highly supportive environment.	<p>The cohort involved were 38 students. The impact of intervention for these students has been dependant on a combined strategy (as evidenced in this grid).</p> <p>After intervention, 51% of students exceeded their aspirational target by the end of the year. The aspirational grade is formulated against a flight path based on the End of KS2 SATS data, which is designed for a student to make incremental progress towards their P8 score by the end of KS4. The target is aspirational, as we calculate the student's P8 score and add one grade on top to encourage our students to exceed their potential and diminish the difference. Meeting this aspirational target, therefore, represents outstanding progress for this cohort.</p>
Contribution towards a 'My Maths' subscription to support additional learning through online resources.	<p>To provide engaging, interactive resources for students to engage in Mathematical concepts at their own pace. The aim is to provide an opportunity to revisit misconceptions that already exist for the student, in order to build a strong foundation for these students to explore the KS3 Maths curriculum.</p> <p>My Maths can also be utilised at home, encouraging a vital home/school partnership around the student's education. We believe this relationship is integral to diminishing the difference for this cohort.</p>	<p>31% of students achieved their aspirational target grade (P8+1) by the End of Year 7.</p> <p>11% of students, although missing their aspirational target, made expected progress on the flight path to achieve their P8 score by the End of KS4.</p> <p>The remaining 6% achieved below the target they need to track against their Progress 8 score on the flight path and are identified as needing further intervention. They are receiving this in year 8 through a small, intervention group sized cohort for their Maths lessons. This group also comes with additional Learning Support Assistants to support the learning of this cohort.</p> <p>Overall, 82% of the Catch Up cohort either met or exceeded their aspirational target grade (P8+1) by the end of Year 7 and 11% of the Catch</p>

<p>Additional resources purchased for Key Skills in maths which have been completed at home and marked by teachers.</p>	<p>To provide resources to address misconceptions in Maths and allow students the opportunity to revisit key skills from their KS2 education. The aim is to provide a strong foundation to build upon. My Maths can also be utilised at home, encouraging a vital home/school partnership around the student's education.</p>	<p>Up cohort made progress in line with achieving their P8 score when tracked against the school flight path.</p>
<p><b>Literacy</b></p>		
<p><b>Strategy and cost</b></p>	<p><b>Desired Outcome</b></p>	<p><b>Impact</b></p>
<p>The use of a computer based dyslexia intervention programme designed to increase reading age and fluency.</p>	<p>To work with students, whether diagnosed with dyslexia or not, who need to increase their reading age in order to successfully meet the demands of a Secondary School education.</p> <p>Research suggests a student will need a reading age of 15+ to confidently access GCSE content in some subjects, so we consider it to be very important that we support every student to be able to read at their chronological age.</p>	<p>The cohort was 17 students.</p> <p>The aim of this intervention was to increase the student's reading ages, to bring their reading age in line with their chronological age.</p> <p>23% of the cohort using IDL achieved a reading age of 12 or over. This represents an improvement of reading age ranging from 2 years and 1 month to 2 years and 5 months. It also meant that they either met or exceeded the aims of the intervention and effectively diminished the difference with their peers.</p> <p>42% of the cohort made an improvement of their reading age of between 1 year and 2 months and 1 year and 7 months. This allowed them diminish the difference between this cohort and their peers. Within this cohort there are students whose reading ages are now testing as 5 months lower than their chronological age. This also represents a diminished difference in comparison with their peers.</p> <p>As a starting point, 29% of the students in this cohort were working at a below 8 years old reading age – representing a significant difference between their reading age and chronological age. As a result, we have</p>

		<p>invested in the Ruth Miskin phonics programme to provide an intensive alternative means to diminish the difference for this cohort and their peers.</p>
<p>A contribution towards the funding of Accelerated Reader. The aim of this intervention is to read fluently for pleasure.</p>	<p>To guide students to reading material that is appropriate to their reading age. The programme is based on the rationale that a student's enjoyment of reading is increased when they have been given the opportunity to select their own book.</p> <p>The programme aims to build on comprehension and inference skills – therefore creating confident and engaged readers. It also provides a key method for us to measure reading progress – through the online tests that are completed after every book is read.</p>	<p>The catch up cohort was 68 students.</p> <p>By the end of year 7, 38 students increased their reading ages. The progress of these 38 students include, 5 increased by over two years, 12 increased by one year and 21 of the students increased their reading age by between 1-11 months. One student remained the same reading age and 37 students, unfortunately, dropped in reading age – some by a month and others by as much as a year (using the progress measures of Accelerated Reading to calculate reading age). This progress is not indicative of the wider progress of the year 7 cohort, who came in with reading ages more closely linked to their chronological age. This evidences that, although Accelerated Reader works extremely well for more fluent, independent readers – it has not had the desired impact with this particular cohort of students and consequently will not be included in our Catch Up Funding strategy for this year.</p> <p>Upon reflection, we have realised that there is an opportunity for us to bolster the reading material in the library for students with a reading age at the lower end. Our aim is to allow for books that incorporate both a lower reading age, alongside relevant teenage appropriate content - to promote engagement in students who find reading more challenging. We have aimed to address this issue in our plans for the current year.</p> <p>We are also reconsidering how we use the timetabled library lessons for this cohort – as the need to promote independence in reading is a more advanced skill than some of the reading ages of our cohort allow. To diminish the difference in reading ages within this cohort, a more structured support will be put in place to encourage the decoding and comprehension of words which is the skill these students need to master to more effectively diminish the difference with their peers.</p>

## Year 7 catch up funding strategy 2018/19

Guiseley School will receive an additional £12,500 for the academic year 2018-19.

<b>Numeracy Strategy and cost</b>	<b>Cost</b>	<b>Desired outcome</b>
<p>For this year we have employed the services of an external Maths consultant. They will provide a bespoke intervention tailored to boost the attainment of our catch up cohort.</p> <p>The consultant will aim to address misconceptions in basic mathematical principles – working on the premise these need to be understood in order for the student to make progress in Maths.</p>	<p><b>£2,250</b></p> <p><b>HLTA time £795</b></p>	<p>The consultant will design 5 sessions to be responsive to the needs of the students. It is hoped this expert instruction will complement the work done in our Maths lessons in schools (which are conducted in sets) and allow the students to diminish the difference with their peers.</p> <p>The cohort for intervention are selected and put into groups based on their end of year 6 SATS level. How far the student was from achieving the national average level in the Numeracy SAT will dictate which group they are placed into - in order to maximise the efficacy of the intervention for each student.</p>
<p>Contribution towards a 'My Maths' subscription to support additional learning through online resources.</p>	<p><b>£125</b></p>	<p>My Maths is a programme that provides lessons to explore a range of topics. An interactive online lesson is provided and there is an online homework activity to accompany each topic. Teachers have the capability to set bespoke homework to address particular areas of misconception for each individual student. All lessons and homework tasks are levelled – in order to be pitched at the student's ability. Allowing the teacher to use their judgement about how best to diminish the difference for this cohort.</p> <p>My Maths can also be utilised at home, encouraging a vital home/school partnership around the student's education. Students are able to explore topics at their own pace and can re-take topics they have found difficult to ensure progress in this topic has been made before they proceed.</p>

<p>Additional Revision resources provided, allowing students to have a text book and a work book.</p>	<p><b>£100</b></p>	<p>These resources are designed to address misconceptions in Maths and allow students the opportunity to revisit key skills from their KS2 education. The aim is to provide a strong understanding of core mathematical principles to build upon, to ensure progress can be made at KS3 level.</p> <p>These resources are provided for students and any additional work completed is marked by the class teacher.</p>
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<p><b>Literacy Strategy and cost</b></p>	<p><b>Cost</b></p>	
<p>This year we have developed our literacy strategy in order to incorporate differing levels of support for our students who need literacy intervention. Research suggest a student will need a reading age of 15+ to confidently access GCSE content in some subjects, so we consider it to be very important that we support every student to be able to read at their chronological age.</p> <p>In order to achieve this aim, we will now be providing three levels of literacy support to better meet the needs of our students:</p> <p>The first level is the Fresh Start Ruth Miskin Reading Programme –phonics based reading programme to help students decode language and tackle low levels of literacy.</p>	<p><b>£1,204 &amp; staffing £4,804</b></p>	<p>To support our readers with the greatest difference between their reading and chronological age, we have purchased a more intensive phonics programme to support with decoding language. This is vital, in our opinion, to promoting accelerated progress for a key proportion of this Catch up cohort, as reading ages below the age of 10 (as are evident in some students on entry into year 7) pose a significant challenge in enabling the cohort to ‘catch up’ with their peers. The aim of this phonics programme is to intensively target this deficit in year 7 to support future progress.</p> <p>This will be conducted for one hour every day by a trained specialist in the Ruth Miskin reading strategy. The group sizes will range from 1:1 intervention, to groups with a maximum of 6 students. The progress will be closely monitored and once reading age has improved the student will move to the second or third level of reading intervention, as their progress dictates.</p>

<p>The second level is use of a computer based dyslexia intervention programme designed to increase reading age and fluency.</p> <p>The third level is a small group reading intervention designed to develop inference skills.</p>	<p><b>£100 &amp; HLTA support £1,361</b></p> <p><b>Staffing £2,907</b></p>	<p>To work with students, whether diagnosed with dyslexia or not, who need to increase their reading age and fluency in order to successfully meet the demands of a Secondary School education. This intervention will be one of the interventions conducted in registration by an English HLTA.</p> <p>This programme is for students who are able to decode language effectively (at their chronological reading age) but need support to further develop this reading capability by honing their inference skills. We believe this skill is key to diminishing the difference with their cohort, as simply decoding words does not translate to progress in English as a subject.</p> <p>In order to deliver this strategy, we have expanded our team of Learning Support Assistants allowing us the capability to do more small group and 1:1 intervention with our students who are most in need of reading support. These sessions will take place in registration and in timetabled library lessons at KS3.</p>
<p>Develop resources in the library – to include books from the ‘Barrington Stokes’ series. These books combine teenage content, with lower reading ages, dyslexia friendly font, coloured pages and double spaced lines.</p>	<p><b>£50</b></p>	<p>This year we have altered the way this programme is being delivered by purchasing Barrington Stokes Reading materials to bolster the engaging material that we have for students with lower reading ages. The Barrington Stokes programme allows us to expand our reading choice and by investing in this programme we are providing students with opportunities to read the same authors as their peers – as, for example, Michael Morpurgo (an author chosen by our students) has contributed books to the Barrington Stokes series. The aim is to promote engagement in reading – which is a key factor in diminishing the difference for the Catch up Cohort.</p>