



Catch-Up Funding
Summary Report
2019/20

Literacy and numeracy catch-up funding statement 2019/20

What is the Catch-Up Funding?

Students who did not achieve the expected standard in English (Reading) and/or their Maths at the end of Key Stage 2 are allocated additional funds in Year 7. This funding is known as the Year 7 Catch-Up Premium. The qualifying score at KS2 was any pupil who scored less than 100 marks in their Reading and/or Maths assessments.

For the academic year 2019-20, the DfE has allocated John Taylor High School £11,995 in catch-up funding. During Year 7 this funding is to be used to support any strategies and initiatives to help improve the outcomes and ensure identified pupils are able to make expected progress.

2019/20 Review

What Strategies have been deployed to ensure expected progress?

Pupils who are part of the John Taylor High School community but enter with below the expected level for Reading and/or Maths are given access to various opportunities for additional support, including but not limited to:

- In-class support.
- Bespoke small group support sessions.
- Regular additional intervention lessons.
- Computer based support packages.
- Student mentors/Buddy Reading

This report will highlight how we measure the impact of our strategies, what strategies we have put in place for 2019-20, and where we plan to move forward in 2020-21. This report will also highlight what provision was maintained for these students during the COVID-19 lockdown.

How is the impact of our strategies measured?

At John Taylor High School all students are allocated a 'BASE' target for every subject, including English and Maths. This target is calculated from their CAT4 assessments and therefore is based on their underlying abilities and not performance in a formal end of Key Stage test.

Our main objective for all students, including those eligible for Literacy and Numeracy Catch-Up, is to ensure that all students not reaching the expected standard achieve (residual = 0) or exceed (residual = 1) this BASE target in English and/or Maths, as we believe that represents an appropriate level of progress for them.

BASE target and outcomes are as follows:

B	Beginning to show expected age related knowledge for a topic (not included as a target).
A	Approaching the expected age related level of knowledge and skill.
S	Secure in the expected age related level of knowledge and skills.
E	Exceeding the expected age related level of knowledge and skills.

The BASE scores and therefore progress in English and Maths is calculated for each student as a single current grade which is tracked and monitored by classroom teachers through our information and

assessment platform Go4Schools. As a live data source this measure takes into account regular assessments completed throughout the school year.

Catch-Up Cohort – Entry Profile, Analysis and Outcomes

Entry Profile – Pupils not achieving expected outcomes at KS2 for English (Reading) and Maths were as follows:

BASE Target	English		Maths	
	No. of Pupils	% of Cohort	No. of Pupils	% of Cohort
A	20	7.7	36	13.8
S	10	3.8	5	1.9
E				

Outcomes

The Year 7 BASE outcomes for students qualifying as Catch-Up for English and/or Maths at John Taylor High School were as follows:

English

English		Current Outcomes			
Target		B	A	S	E
A	20	3	16	1	
S	10		6	4	
E					

70% of the Catch-Up students **made expected or more than expected progress** in English during Year 7.
3% of the Catch-Up student **made more than expected progress** in English during Year 7.

Maths

Maths		Current Outcomes			
Target		B	A	S	E
A	36		14	12	
S	5		2	3	
E					

95% of the Catch-Up students **made expected or more than expected progress** in Maths during Year 7.
32% of the Catch-Up student **made more than expected progress** in Maths during Year 7.

These outcomes for English and Maths are positive and demonstrate that the strategies implemented during 2019-20 have enabled the majority of Catch-Up students to meet or exceed expectations during Year 7. Those students still to make expected progress in 2019/20 will be prioritised for further support in 2020/21 (see Catch-Up Strategy for 2020/21).

Strategies employed during 2019-20 to support Catch-Up Pupils

English

For the 30 students who scored less than 100 for the scaled KS2 reading score, so had not met the required progress for English on entry to Year 7, the following strategies were employed:

- **Additional English** - The KS2 Reading results and the results achieved in a baseline writing task completed during the Induction period, were used to identify students who were close to average performance in English, but who needed some additional support. These students were allocated 2 additional periods of English, taught by fully qualified members of the English Department. They have benefited from working in small groups. Lessons have focused on developing literacy skills and students have been able to use Accelerated Reader to read and quiz. They have also attended either Buddy Readers or Reading Workshop (See below).
- **Tuition** - 8 students who needed more intensive additional support were allocated 2 additional periods of English, taught by members of the SEN Department. 4 students had one additional lesson. They have worked in very small groups and the high teacher/student ratio is very beneficial in developing literacy skills. They have also attended either Buddy Readers or Reading Workshop (See below).
- **Buddy Readers and Reading Workshop** - Students attend once a week during registration for 30 minutes and read either to sixth form students, Y10 Literacy Ambassadors or to members of staff. From September to December 2019. 25 Y7 students with reading ages ranging from 9;05 to 10;05 were involved in the scheme and showed the following progress after testing in December 2019.
 - The average progress for these students was a rise in their reading age of 7 months.
 - 18 out of 25 made progress during this time.
 - The best growth was +2.07 years
 - 5 students made 1 year or more progress.
 - 8 students made 6 months or more progress.
 - 4 students made between 1 and 5 months progress.
 - 7 students remained the same or saw their reading age decline. This was often due to lack of engagement with the intervention, poor attendance or lack of concentration during the STAR testing.
 - 8 students made sufficient progress to be removed from the Buddy Reading Intervention scheme.
- **Accelerated Reader** - All students use the computer program *Accelerated Reader*, either in intervention sessions or during STRIPE. Students read a book appropriate to their level of ability and then complete an on-line quiz to check their comprehension. They receive instant feedback on their performance. The LRC Annual Report shows that every Y7 has taken and passed at least one quiz throughout the year.
- **Spellzone** - Selected students use the computer program *Spellzone* during one registration period. Students from Additional English also use this in lessons.
- **KS2/3 Transition Partner** - John Taylor High School English department continued to benefit from the JT:MAT English Transition Improvement Partner on KS2/3 Transition until January 2020. The focus is on improving transition and specifically supporting those who fall into the catch-up category.

Maths

For the 41 students who scored less than 100 for the scaled KS2 Maths score, so had not met the required progress for Maths on entry to year 7, the following strategies were employed:

- **Additional Maths** – In 2019/2020 students most in need of support were withdrawn from (non-CORE) lessons and provided with an extra weekly period of Additional Maths teaching by a specialist Maths teacher. This was the first year this was implemented at JTHS and follows a similar implementation of the already well established and successful Additional English sessions. These

sessions focused on key numeracy skills under the supervision of a subject specialist. The students benefitted from the regular, smaller classroom based and focused intense intervention sessions.

- **SEN Small Group Interventions** - Using the KS2 Maths scores and an early JTHS Baseline assessment, key students who were identified as benefiting from more intensive additional support were allocated to early bespoke small group interventions taught by members of the SEN department, focusing on core numeracy skills and improving basic arithmetic. Working in very small groups with a high teacher/student ratio is very beneficial in developing numeracy skills.
- **Maths Subject Mentors** – Further additional interventions were delivered in small groups, by fully qualified members of the Maths departments during extended registration periods during the Autumn term. During these session students worked on numeracy catch-up activities and had access to Chromebooks for use on Mathematical packages (see below).
- **Century Tech Training and implementation** – All Maths Catch-Up students have been provided access to the Century Tech online learning platform. The programme uses artificial intelligence to monitor, support and progress students through individualised learning. All Maths Catch-Up pupils have been given access to this programme and used as part of their Maths teaching as well as encouraged to continue to access at home independently.
- **Timetable Rockstars** – All pupils have access to Timetable Rockstars as an additional numeracy support package. Used also in the small SEN group interventions.
- **KS2/3 Transition Partner** - John Taylor High School Maths department continued to benefit from working with a JT:MAT Maths Transition Improvement Partner on KS2/3 Transition, with a focus on improving transition and specifically supporting those who fall into the catch-up category. This lasted until January 2020. John Taylor High School Maths Department staff undertook CPD to enhance the transition support and embed strategies into their teaching which will benefit the Catch-Up pupils.
- **Groupings in Maths** - All students were in either Set 5/5 or 4/4. Due to the allocation of our pupils into sets this allowed for smaller class sizes 23 and 21 pupils respectively than the average for the other classes 31, thus allowing increased teacher and the associated TA support time per head during the allocated curriculum time.
- **Maths Ambassadors** – A team of Sixth Form student volunteers with high numeracy skills were deployed into KS3 classes. Students in groups with a high proportion of Catch-Up pupils were allocated Ambassadors where possible to provide additional support.

Overall the Year 7 Catch-up Premium was used to contribute towards the purchase of Chromebooks for use within Catch-up lessons, the licenses for the online software packages listed and the time for specialist English and Maths teachers to deliver the Additional English and Maths lessons and work during extended registration periods.

COVID-19 Catch up

During the period of lockdown all students who were part of the Additional English and Maths sessions continued to receive support through the provision of remote learning activities that were set, by their normal, specialist teachers, and designed to be completed at home. This ensured that on top of their normal English and Maths lessons which were delivered remotely these students still continued to receive additional support in English and Maths.

Catch-up strategy for 2020/2021

Following on from the outcomes of 2019/20, it is intended that for English and Maths that the above strategies will continue to be reviewed and deployed as necessary with the new Year 7's. Whilst there are no KS2 data for this incoming year, we intend to monitor and evaluate the students upon joining John Taylor High School and will provide the support to those as required. Whilst for 2020-2021 there is no specific, dedicated "Year 7 Catch-Up" funding, funding will be available from the Government 'National catch-up premium' and 'National tutoring programme', which has been boosted following the COVID-19

lockdown. It is intended that the Year 7 English and Maths Catch-Up work will form part of a wider, whole school catch-up support plan for John Taylor High School.

Additional strategies to be implemented to supplement the above are detailed below, some of which account for the potential for further periods of remote provision should the need for a school lockdown recur:

Extended English and Maths Subject Mentors – Where possible expand the use of English and Maths Subject Mentors in registration time – this will be vitally important to support those students who are both below age expected levels upon entry and to support any gaps identified from the extended period of school closures during the Spring and Summer term in Year 6 due to the COVID-19 lockdown. Additionally any students from the 2019/20 Catch-Up Cohort who are still below expectation will receive continuing support. This will include Buddy Reading in registration periods and/or intervention periods with the English or Maths Subject Mentors.

Increased use of high quality online support packages: (Star Maths/Century Tech/TimeTables Rockstars) – Given the potential for a local or national lockdown due to COVID-19s Students will need access to high quality remote learning. Whilst nothing can replace the interaction with a teacher, the ability to access high quality online support during any period of remote learning, combined with support from JTHS staff will be vital for maintaining support and progress in Maths and English. These can be implemented either for a group, bubble or on an individual pupil basis.