

Catch up premium 2019-20 Evaluation

The Catch up funding in the areas of NUMERACY and LITERACY has been focus to offer expertise related to staffing and resources to reduce the gaps for those students who are working below expected from primary school. We decide this academic year to continue the work within the LIT team once again paying for the accelerated reader resources. However this is only a small part of the process and strategy surrounding this which support these students catching up in terms of reading ages and fluency. In terms of Maths we have provided support to the team to work directly and resource staff in key areas across the additional needs and EAL curriculum teams to ensure that staff are effectively supported to deliver the NUMERACY skills in the way that has been successful in reducing gaps and ensuring progress within the Mathematics department.

NUMERACY progress – Autumn term 19

Working with EAL

Director of Maths worked directly with AJB (EAL lead) to strengthen working relationship between EAL and Maths department.

This involved the planning and delivery of lesson together each week specifically scaffolded for EAL learners and in the style of the maths team. Another key aim was to make sure students learnt mathematics and at the same time as developing language skills in particular decoding and tier 3 vocab.

We met to establish what resources we can share and use so that students encounter the same concept in all lessons to reinforce not only in mathematics lessons the concept taught.

Working with Additional needs department

The aim was to meet with MKO (SENCO) to establish working partnership with SEN department to ensure students are experience the same explanation from non-specialist as well as the maths team.

- Plan was to provide CPD sessions for TA.
- 4 CPD sessions provided by Mike Ollerton throughout the year to maths teachers and TAs if possible

Planning to work with RR to found the way to establish working partnership between departments.

- Buying the same resources as the one used in maths department such as rods, algebra titles to ensure continuity between the departments and help student.

The quantitative and qualitative impact of this was not measurable due to the COVID 19 pandemic, however this strategy has begun September 2020.

LITERACY progress - Autumn term 19

The literacy intervention that takes place for those students identified as working below national expectations have had an impact during the autumn term 2019-20. A combination of strategies have been implemented including guided reading, accelerated reader, library lessons and HLTA interventions and support. A key tool to measure this impact is the use of reading age data generated by the accelerated reader programme. The data below looks at the Reading Age data from Sept 19–Dec 19. Due to the National lockdown, full year data is not available, therefore comparisons to other years is not possible.

Students RA were tested from September to Dec-a total of **3 months**. Expected progress is therefore 3 months. The figures below show that while students are being taught, we are, on average, **making considerably more than expected progress**. The EEF's Toolkit states that successful reading interventions make +5 months in addition to the 9 months that they are ageing in a school year. We have achieved this in one term for Year 7 +5 months and +3 months for Yr 8-above the EEF findings

Female	RA Sept Yr7	RA Dec Y7	Months progress for 3 months teaching
Female	10.3	10.11	8.2
PP	9.9	10.6	8.7
CUP	8.10	9.7	9.6

Male	RA Sept Yr7	RA Dec Y7	Months progress for 3 months teaching
Male	10.1	10.11	9.8
PP	10.0	10.9	9
CUP	8.11	9.9	10.3

- As a whole year cohort, PP students have made the same progress as non-PP students
- CUP students have made more progress than the whole cohort which is a sustained improvement from last year
- CUP students have moved from making less than to more than the progress of the whole cohort which is needed for them to catch up
- Although CUP males make more progress and CUP females both cohorts are making accelerated progress compared to their peers
- Further triangulation of the impact in this area can be made by reviewing the Y8 Midyis analysis section above.