

## Year 7 Catch Up Funding plan update 2018/2019

Literacy Support	Impact (Summer of 2019)
<p><b>Accelerated Reader (AR)</b> focuses on developing reading and comprehension for students. The students are asked to read a book from the library or another source (that is associated with the scheme) and then they complete a quiz about the book.</p> <p>We have invested in one library lesson a week with targeted LSA support in most lessons. Students read in tutor time. This is actively monitored by English teachers and tutors to provide consistent encouragement for independent reading. Personalised learning pathways are devised to support each student.</p> <p>Students are supported in some classes by a dedicated Learning Support Assistant in order to develop spelling skills, and writing support focused on the acquisition of phonics, writing structure punctuation, comprehension, genres, tenses and extended writing skills.</p> <p>Students with identified low reading ability access the Lexia online intervention three times a week. The intervention focuses on developing students individual needs within, reading, comprehension and vocabulary.</p>	<p>The impact of this funding has been evaluated through regular assessment taken from the Accelerated Reading (AR) programme and termly extended writing assessment pieces</p> <ul style="list-style-type: none"> <li>75% of the catch up funded students have improved their AR scaled score by an average of 42 points. This is encouraging compared to the non catch up students who have improved by an average of 39 points)</li> </ul> <p>57% of year 7 students attending the intervention have improved their reading age by an average of 1 year 11 months.</p>
Numeracy Support	Impact (Summer of 2019)
<p><b>Focused intervention groups</b></p> <p>Small teaching groups have been organised on both sides of the Year group in Year 7.</p> <p>Each student receives an hour a week of numeracy in addition to their scheduled maths classes.</p>	<p>At the beginning of the year 18 students were identified as requiring intervention. To measure progress students have been assessed with three main classroom assessments as well as numeracy assessments in their intervention lessons.</p>

The planned course is for one academic year, with students graduating early if they reach the required pass mark of 50% on a KS2 SATs numeracy paper.

Using KS2 scaled scores and the baseline numeracy assessment the students take on arriving at St Katherine's, students requiring numeracy intervention are identified. Pupils are then allocated to teaching groups of no more than 4.

**Regular assessment and question level analysis (QLA)** allowing teachers to identify specific areas of weakness for these students. Curriculum time is then used to plan around areas identified as weaknesses.

Of the students that entered the programme of study at the beginning of the year, 17% graduated early.

Between the two numeracy assessments taken in the intervention class, all students improved their scores with an average improvement of 128%. Removing the one extreme case, of a student achieving more than 5 times their original score, the average was still 89% across the remaining students.

61% of students made at least expected progress in line with their Yr 7 targets, with 28% of students in the programme make greater than expected progress over the course of the year.

33% of the students have now achieved scores inline, or beyond being secondary ready.