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# YEAR 6/7 CATCH-UP FUNDING REPORT

## 2017-19

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### ENGLISH

#### Summary of cohort

Of the 11 students eligible for catch-up funding in 2018/2019, one scored 88 at KS2, with the rest entering Year 7 with scaled scores from 93-97. The vast majority of the students allocated catch-up funding have been taught in 7G2, a smaller nurture group, with the others being taught in a mainstream English group (7W).

#### Intervention

Building on the success of last year's progress for Year 7, the Year 7 curriculum has further adapted to include higher levels of challenge for more able students, with supported pathways for pupils with lower entry points. In 2018/19, students in 7G2 had two English teachers, one a primary specialist who taught the class for multiple subjects in their timetable, and one a teacher from the English department. With their main class teacher, students studied 'The Breadwinner', an accessible text and differentiated scheme of learning to support the transition from the Key Stage 2 curriculum to Key Stage 3 as one area of weakness identified last year was that students found moving from inference to language analysis challenging. In addition to this differentiated curriculum for the first half term, they received 3 hours of 'Extra English' lessons a fortnight with one member of staff who recapped key reading and writing skills.

The lead teacher for Year 6/7 English devised an enrichment programme for Year 12 students in conjunction with the Assistant Head of 6<sup>th</sup> Form for Enrichment. Year 12 students were trained in Reciprocal Reading strategies and provided 1-1 or small group reading support for students in 7G2. Each student awarded catch-up funding in 7G2 read weekly with a 6<sup>th</sup> former for the duration of the enrichment programme. Students completed short reading books, specifically bought for being accessible linguistically whilst having an interest level appropriate for KS3 students. Students eligible for catch-up funding in 7W also completed these short readers, with the intervention support of their class teacher instead of 6<sup>th</sup> form reading mentors.

In addition to this, Accelerated Reader has allowed staff to promote reading skills and provide one-to-one reading support within dedicated library lessons. Students arriving below the expected standard were identified by class teachers and class teachers were responsible for monitoring the reading progress of those students, including conducting intervention during library lessons. A new reading skills curriculum was implemented for library lessons so that reading skills are explicitly taught and modelled before pupils are given time for independent reading. Each class completed a class reader in addition to their own independent reading books.

## Impact of Intervention

### Accelerated Reader

	Reading Age Start (years : months)	Reading Age End (years : months)	Progress
<b>Student 1</b>	11:02	10:03	-9m
<b>Student 2</b>	08:00	09:11	+1y 11m
<b>Student 3</b>	09:04	08:06*	-10m
<b>Student 4</b>	09:08	09:06	-2m
<b>Student 5</b>	08:05	10:03	+1y 10m
<b>Student 6</b>	08:10	08:04*	-6m
<b>Student 7</b>	09:10	10:11	+1y 1m
<b>Student 8</b>	08:03	09:05	+1y 2m
<b>Student 9</b>	08:00	09:00	+1y
<b>Student 10</b>	08:07	08:11	+4m
<b>Student 11</b>	11:10	11:01	-9m

\*These students completed their final STAR reading test in substantially less time than suggested, which has caused the scores to drop. STAR reading tests should take approximately 20-25 minutes to complete.

### Curriculum Changes

	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5
<b>Student 1</b>	MEP	MEP	MEP	MEP	MEP
<b>Student 2</b>	EP	EP	EP	EP	EP
<b>Student 3</b>	EP	EP	EP	EP	EP
<b>Student 4</b>	EP	EP	EP	EP	EP
<b>Student 5</b>	BEP	MEP	EP	EP	MEP
<b>Student 6</b>	EP	EP	EP	EP	EP
<b>Student 7</b>	EP	EP	EP	EP	EP
<b>Student 8</b>	BEP	EP	EP	EP	EP
<b>Student 9</b>	EP	EP	EP	EP	BEP
<b>Student 10</b>	EP	EP	BEP	EP	EP
<b>Student 11</b>	MEP	MEP	EP	MEP	MEP

In English, students are tracked MEP/EP/BEP based on their entry point on the combined KS2 score. For students eligible for catch-up funding, Expected Progress in Year 7 is Expected Progress for a child arriving Working Towards the Expected Standard at KS2. A number of students have achieved More than Expected Progress, meaning they are making Expected Progress for a child who entered Working At The Expected Standard and the attainment gap has been closed.

For some students, they are making Expected Progress from their KS2 entry point but have not made accelerated progress to fully close the gap. From speaking to staff about the pupils, most students are making progress across a range of areas in English. It is crucial to point out that the assessment data for the cohort are based on teacher assessment of all 6 KS3 Assessment Objectives, which are far

broader in their scope than the narrow parameters of the KS2 reading SATS paper that they sat in Year 6.

## Summary

The changes to Accelerated Reader within library lessons to focus heavily on improving access to unseen texts and giving students a broader experience of literature has provided students with a broader diet of literary and non-fiction texts. By using the small reading books, students eligible for catch-up funding demonstrated increased engagement with the Accelerated Reader programme, with particular improvements in boys' engagement.

Students entering at Working Towards the Expected Standard appear to have a discrepancy between their ability to demonstrate the key skills for Key Stage 3 English in class work and assessment conditions, leading to some students achieving Expected Progress, rather than More than Expected Progress.

## Review to inform future cohorts

The reading ages of students eligible for catch-up funding appear to be decreasing year on year, which provides challenges for accessing the KS3 English curriculum as reading ages of 8-9 years old are lower than the texts studied in class. For future cohorts, we need to reflect on how staff teaching this cohort can use targeted reading strategies in order to raise reading ages further, something which will have an impact on pupil progress across the curriculum. One way we will be addressing this is through the new differentiated pathway for G groups, which includes a significant proportion of pupils eligible for catch-up funding. In addition to this, the Extra English lessons will centre on an abridged version of *Oliver Twist* in the spring term in order to support these students accessing challenging Victorian literature.

The Accelerated Reader programme will end in Spring 2020 and the current Year 7 catch-up funding students will be the last cohort to participate. Throughout the 2019/2020 academic year, we are conducting research into evidence-informed literacy strategies to better facilitate pupil progress in this area. This will feed into whole school approaches to literacy across the curriculum.

# MATHS

## Year 7

### Summary of cohort

The numeracy catch-up premium funds additional numeracy support for year 7 students entering secondary school, who have been assessed as working at a level of 95 or below in maths at the end of Key Stage Two. This year, five students have been eligible for the numeracy catch-up funding.

### Interventions

At Egglecliffe School, the money has been used to fund an additional nurture group, who are taught their entire timetable together as a group and receive two additional Mathematics lessons each fortnight with their teacher, in a class already significantly below average in size, as well as fortnightly additional Mathematics lessons with a Mathematics tutor. In both of these, the students are taught in small groups, and the focus is on foundational areas of Mathematics, where the students are likely to have misconceptions.

### Impact of interventions – including pupil data

Below is a table to demonstrate the progress made by each of the students eligible for the funding so far this academic year. Assessment 1 was sat in autumn 2018, and covered decimals, sequences, fractions, and area. Assessment 2 was sat in spring 2019, and covered graphs and charts, angles, equations, and averages. Assessment 3 was sat in summer 2019, and covered all topics studied in the year. The table below shows whether the students were deemed to have made more than expected progress (MEP), expected progress (EP), or below expected progress (BEP) in that particular assessment.

Student	Attainment on Entry	Progress Autumn 2018	Progress Spring 2019	Progress Summer 2019
Student 1	94	(BEP)	(MEP)	(MEP)
Student 2	89	(EP)	(EP)	(EP)
Student 3	86	(BEP)	(EP)	(EP)
Student 4	81	(EP)	(BEP)	(BEP)
Student 5	91	(EP)	(MEP)	(MEP)

### Review to inform next cohort

Between autumn 2018 and the most recent assessment in summer 2019, the students eligible for the catch-up funding made, on average, more progress than those of the students in the same sets who were not eligible for the catch up funding.

In this cohort, four of the five students made at least expected progress by the end of the academic year.

In this cohort, 2 of the 5 students have made more sub-levels of progress than average for both their respective classes as well as the entire year group. It is important to note that the other three students entered with a significantly weaker key stage two score. All of these students will continue to be given small group intervention. Furthermore, four of the students in this cohort are in a nurture group and will continue to receive two additional Mathematics lessons per fortnight, to provide them with the additional support which they require.

## Year 8

### Summary of cohort

In year 8, there are eleven students who would have been eligible for the numeracy catch-up funding.

### Interventions

In year 8, the funding has been used to finance fortnightly additional Mathematics lessons with a Mathematics tutor, as well as an alteration to the timetabling to enable one class to have three additional Mathematics lessons per fortnight. In both of these, the students are taught in small groups, and the focus is on foundational areas of Mathematics, where the students are likely to have misconceptions.

### Impact of interventions – including pupil data

Below is a table to demonstrate the progress made by each of the students eligible for the funding since starting at Eggescliffe School. Assessment 1 was sat in autumn 2017, and covered decimals, sequences, fractions, and area. Assessment 2 was sat in spring 2018, and covered graphs and charts, angles, equations, and averages. Assessment 3 was sat in summer 2018, and covered everything that had been taught in the academic year. Assessment 4 was sat in autumn 2018, and covered sequences, angles, and rounding. Assessment 5 was sat in spring 2019, and covered fractions, decimals, percentages, ratio, and linear graph. Assessment 6 was sat in summer 2019, and covered everything that had been taught in the year. The table below shows whether the students were deemed to have made more than expected progress (MEP), expected progress (EP), or below expected progress (BEP) in that particular assessment.

Student	Attainment on Entry	Progress Autumn 2017	Progress Spring 2018	Progress Summer 2018	Progress Autumn 2018	Progress Spring 2019	Progress Summer 2019
Student 1	95	(MEP)	EP	(MEP)	(MEP)	EP	EP
Student 2	94	EP	(MEP)	(MEP)	BEP	EP	(MEP)
Student 3	92	BEP	EP	EP	BEP	BEP	BEP
Student 4	92	(MEP)	EP	(MEP)	(MEP)	(MEP)	(MEP)
Student 5	93	(MEP)	(MEP)	(MEP)	EP	(MEP)	(MEP)
Student 6	94	(MEP)	(MEP)	(MEP)	(MEP)	EP	EP

Student 7	93	(MEP)	(MEP)	(MEP)	EP	EP	(MEP)
Student 8	82	N/A	N/A	N/A	N/A	BEP	BEP
Student 9	84	(MEP)	(MEP)	(MEP)	BEP	BEP	BEP
Student 10	95	N/A	N/A	(MEP)	EP	BEP	BEP
Student 11	85	(MEP)	(MEP)	(MEP)	EP	EP	(MEP)

## Review to inform next cohort

Between autumn 2017 and the most recent assessment in summer 2019, the students eligible for the catch-up funding made, on average, significantly greater progress than the students in the same sets who were not eligible for the catch-up funding made.

Six of the eleven students in the cohort made at least expected progress (EP) on all six assessments over the two years, while nine of the eleven students in the cohort made at least expected progress (EP) on at least half of the assessments which took place while they have been at the school.

In this cohort, 5 of the 11 students have made more sub-levels of progress than average for both their respective classes as well as the entire year group. These students will continue to be given small group intervention. Furthermore, nine of the students in this cohort are in a nurture group where they continue to receive two additional Mathematics lessons per fortnight, to provide them with the additional support which they require.