
YEAR 6/7 CATCH-UP FUNDING REPORT

2018-20

NUMERACY

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, seven students have been eligible for the numeracy catch-up funding.

Interventions

At Eggescliffe School, the money has been used to fund two additional Mathematics lessons each fortnight with their teacher, in a class already significantly below average in size, as well as weekly additional Mathematics intervention sessions with a Mathematics teacher. 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. Progress was assessed from two assessments, which were sat in Autumn 2019 and Spring 2020, covering decimals, sequences, fractions, area, graphs and charts, angles, equations, and averages. 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) over that time period.

Student	Attainment on Entry	Progress
Student 1	95	BEP
Student 2	95	EP
Student 3	94	EP
Student 4	93	BEP
Student 5	92	BEP
Student 6	93	EP
Student 7	92	MEP

Review to inform next cohort

Over the course of the 2019-2020 academic year, 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 seven students made at least expected progress overall, with one making more than expected progress.

Year 8

Summary of cohort

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

Interventions

At Eggescliffe School, the money has been used to fund two additional Mathematics lessons each fortnight with their teacher, in a class already significantly below average in size, as well as weekly additional Mathematics intervention sessions with a Mathematics teacher. 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 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 everything that had been taught in the academic year. The assessment in the 2019-2020 academic year covered sequences, angles, rounding, fractions, decimals, percentages, ratio, and linear graphs. Assessments were reduced during the academic year due to the lengthy school closure. 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. As a result of school closures due to the Coronavirus pandemic, there was only one assessment in the 2019-2020 academic year.

Student	Attainment on Entry	Progress Autumn 2018	Progress Spring 2019	Progress Summer 2019	Progress 2019-2020 *Assessments reduced due to school closure
Student 8	94	BEP	MEP	MEP	EP
Student 9	89	EP	EP	EP	BEP
Student 10	86	BEP	EP	EP	BEP
Student 11	81	EP	BEP	BEP	BEP
Student 12	91	EP	MEP	MEP	MEP

Impact of school closure

As a result of the school closures which occurred during the Coronavirus pandemic, lessons no longer continued in school. Although all students were then taught their subjects remotely, there would inevitably have been some variation in engagement amongst the students. The students who were eligible for the catch-up funding were no longer able to attend intervention sessions to support their progress. There were, however, other measures in place to support them.

Some students continued to attend school, either because their parents were regarded as keyworkers during the pandemic, or because the students were identified as being vulnerable. Since these students were in school, they were able to receive more support with their learning. All other students were contacted by their head of house or their form tutor while they were at home. All students who were eligible for the pupil premium funding received regular contact from Mrs Gerrard throughout the closure. Some students have special educational needs and disabilities, so they received regular contact from Dr Lear and the SEND team throughout lockdown. Some students received paper copies of their work, if they had limited computer access or for it was deemed to be beneficial for them. Listed in the tables below is the support that the students who were entitled to the catch-up funding received.

Student	Attainment on Entry	Regular contact from SEND Team	Contact from head of house or form tutor	Contact from PP Lead
Student 1	95		Y	
Student 2	95		Y	
Student 3	94		Y	
Student 4	93		Y	
Student 5	92	Y	Y	
Student 6	93	Y	Y	
Student 7	92	Y	Y	Y

Student	Attainment on Entry	Regular contact from SEND Team	Support plan	Attended school during closure	Paper copies of work set	Contact from head of house or form tutor	Contact from PP Lead
Student 8	94	Y				Y	
Student 9	89	Y			Y	Y	Y
Student 10	86	Y	Y		Y	Y	Y
Student 11	81	Y				Y	Y
Student 12	91	Y	Y	Y			

Review to inform next cohort

Between Autumn 2019 and the most recent assessment in Spring 2020, 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.

Three of the five students in the cohort made at least expected progress (EP) on the majority of the five assessments over the two years, while one of the five students in the cohort made more than expected progress on the majority of the assessments which had taken place while they have been at the school.

LITERACY

Year 7

Summary of cohort

The literacy catch-up premium funds additional literacy support for year 7 students entering secondary school, who have been assessed as working at a level of below 97 in English at the end of Key Stage Two. There were thirteen children in the cohort for 2019/2020.

Interventions

At Eggescliffe School, some of the Catch Up Premium money has been used to fund three additional English lessons each fortnight. This class is significantly below average in size and has two English teachers from the department: a main class teacher and an 'Extra English' teacher. 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. The Extra English lessons focused on addressing misconceptions in English and addressing crucial literacy skills.

In addition to the Extra English class, the Catch Up funding also supported the Accelerated Reader programme. 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. In addition to this, our school librarian also targeted students attaining below expectations to encourage them and to direct them to appropriate reading material that would engage and allow them to progress. A 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.

This programme was due to end in Spring 2020 with the current Year 7 catch-up funding students being the last cohort to participate, however the Coronavirus situation mean that this intervention provision ended sooner than planned. Throughout the 2019/2020 academic year, we reviewed 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 in the 2020/21 academic year.

Impact of interventions – including pupil data

Below is a table to demonstrate the progress made by each of the students eligible for Catch Up funding until schools closed to most students in spring 2020. Progress was assessed from three assessments points, which were in Autumn 2019 and Spring 2020, and a remote assessment in Summer 2020, covering a range of key skills across English.

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) over that time period.

	KS2 Reading Scaled Score Key Stage 2 Validated Result	Assessment 1	Assessment 2	Assessment 3
Student 1	91	BEP	EP	EP
Student 2	92	BEP	EP	EP
Student 3	95	BEP	EP	EP
Student 4	92	BEP	EP	EP
Student 5	96	BEP	BEP	BEP
Student 6	85	EP	EP	EP
Student 7	92	EP	EP	EP
Student 8	85	EP	BEP	EP
Student 9	94	EP	MEP	EP
Student 10	95	EP	BEP	EP
Student 11	96	MEP	MEP	MEP
Student 12	83	BEP	EP	BEP
Student 13	93	BEP	BEP	EP

Impact of school closure

As a result of the school closures which occurred during the Coronavirus pandemic, lessons no longer continued in school. Whilst students were provided with appropriate teaching and learning material to study remotely, there was inevitably some variation in engagement. To address this, measures were put in place to support students eligible for catch-up funding during this challenging time.

Some students continued to attend school, either because their parents were regarded as keyworkers during the pandemic, or because the students were identified as being vulnerable. Since these students were in school, they were able to receive more support with their learning. All other students were contacted by their head of house or their form tutor while they were at home. All students who were eligible for the pupil premium funding received regular contact from Mrs Gerrard throughout the closure. Some students have special educational needs and disabilities, so they received regular contact from Dr Lear and the SEND team throughout lockdown. Some students received paper copies of their work, if they had limited computer access or for it was deemed to be beneficial for them.

Listed in the tables below is the support that the students who were entitled to the catch-up funding received.

	Attended during lockdown	Phone call home	Tutor or Head of House contact	Paper materials available if required	Additional support if necessary
Student 1	Y		Y		
Student 2			Y		
Student 3		Y		Y	
Student 4		Y		Y	
Student 5		Y			Y
Student 6		Y		Y	Y
Student 7			Y		
Student 8		Y		Y	
Student 9		Y		Y	
Student 10			Y		
Student 11			Y		
Student 12		Y		Y	
Student 13			Y		

The student who attended school during lockdown was in a smaller teaching group and had additional Teaching Assistant support on the days attended.

Review to inform future cohorts

The Accelerated Reader programme has ended in 2020 and reading provision will be moving towards a Reciprocal Reader approach that will be embedded across the school. The Extra English lessons from September 2020 will be structured around a class reader so that students are developing their key literacy skills whilst continuing to gain access to a range of challenging material.