

Catch-up Funding 2018-19

The literacy and numeracy catch up funding provides schools with additional funding to support children who performed below national expectations at KS2 in English and Maths. It is provided to all state funded schools with a Year 7 cohort.

Student Data for Academic Year 2018-19

Below expectations in Maths	37
Below expectations in English	20
Below expectations in English and Maths	33

Plan for Academic Year 2018-19

Kesgrave High School has received **£24,000** for this academic year.

Strategy	Proposed Solution	Justification	Approximate Cost
Implement a method for measuring progress in Maths & English for Year 7	Purchase Star Testing Software	This will allow us to baseline test our students at the start of year 7 and then again periodically throughout the year to measure progress (our current KS3 Mastery system does not give us this ability). This can also be used to identify those students that need interventions and to measure the impact of these.	£4000
Create "Extra Literacy" groups for the weakest students	Using the Star assessment data, students that are identified as Intervention or Urgent Intervention will be removed from MFL lessons and have 3 lessons of extra literacy per fortnight	As these students have standardised scores that are below 85, they will greatly benefit from extra literacy lessons as well as struggle to access languages. Therefore targeted interventions using tools such as Lexia to identify areas to work on and track progress can be used.	£23000 (for 0.6 contact at UP3)
Create bespoke intervention groups for English	Employ a specialist intervention teacher. Identify students from the Star testing results that are in the On Watch category and carry out short term interventions on key areas that need to be addressed.	Student will be removed from humanities subjects for short term (approx. 6 weeks) interventions. It will mean that they miss 2 lessons of History, Geography or EP for a unit of work but will mean that they can have targeted interventions on specific areas that should help to push them into the At benchmark level.	£4000
Create maths groups that are set based on ability.	Use the Star assessment data for Maths to help set the students into appropriate groups & use the data to address key skills that the students have not yet mastered.	By setting the students, those that have not achieved a standardised score of 85 and above can be put into small groups so that there is a smaller student to teacher ratio. The students can then have extra support in the classroom as well as appropriately scaffolded resources that target key skills that are needed by the students.	School staff costs
Utilise skilled support staff for Maths and English	Employ TA's that are linked to the Maths and English departments.	The TA's will work directly with these departments to ensure that any work they do with the students is specific and targeted. They will in effect become specialist and take more ownership of individual and group work with students.	£4000

Analysis of Plan for Academic Year 2018-19

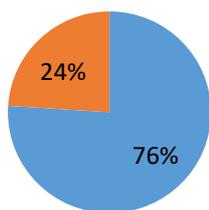
Maths Introduction – what did we do?

The Star Maths baseline test was carried out in September 2018 on all students in Year 7. The broad results can be seen in the pie chart below, 24% of the cohort was identified as below benchmark. This data along with KS2 Sats results and initial teacher assessment was used to set the students early in the term.

Students that had poor low attainment were taught in small groups with a smaller teacher to student ratio in order to ensure there was more support. The data from the Star testing included key skills that the students had yet to master so these were targeted in the lesson along with the teaching of the KS3 curriculum. Subject linked TA's were also used to give targeted support where necessary.

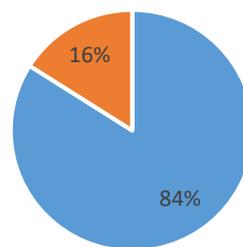
Some of the students that were in the extra literacy groups were also given extra support with numeracy skills during this time.

Star Maths Baseline September 2018



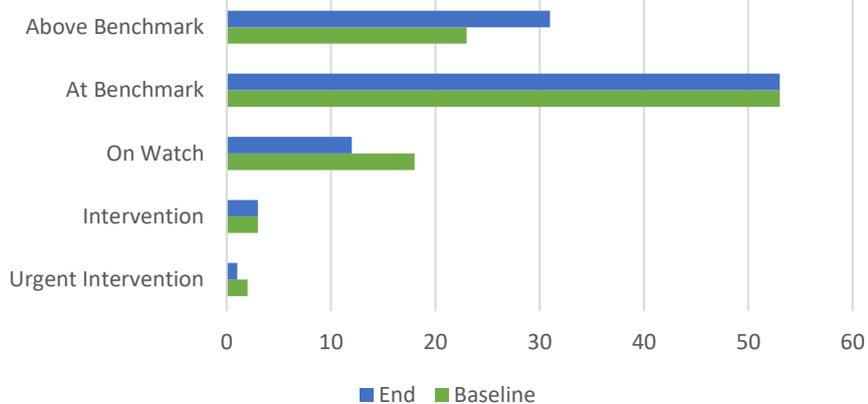
■ At/Above Benchmark ■ Below Benchmark

Star Maths July 2019



■ At/Above Benchmark ■ Below Benchmark

Star Maths - Change Over Time For Categories



Maths Analysis – how well did it go, what do we need to do next?

As you can see from the pie charts above that there was a net movement from Below Benchmark to at/Above Benchmark of 8%, this equates to 25 students. In the more detailed bar chart you can see that there is a significant reduction on the Urgent Intervention and On Watch categories which shows that students have been moved up into the next category. Although the Intervention category has stayed the same this does not mean that there hasn't been an upward movement it is just less significant a change which has then been evened out by the movement of the Urgent Intervention students. Overall the improvement has been significant but there is still more work that we can do, especially for the Intervention and On Watch students:

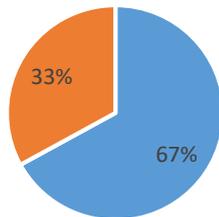
- Targeted intervention work with students in addition to the Maths lessons
- Intervention work planned by a Maths teacher
- Use of Star testing data more widely used by the Maths teachers, especially the data about key skills to target for specific sub-groups
- Using Star testing to measure impact of interventions.

English Introduction – what did we do?

From the Star Reading baseline test results, those students in the Urgent Intervention and Intervention groups were removed from MFL and put into extra literacy groups. These groups were led by TA's and the students focussed mostly on literacy skills (& some maths) using a variety of resources such as Lexia, Nessie etc. The students in the On Watch category were split into smaller groups according to need (in terms of skills) and the plan had been to give these students short term targeted intervention during humanities lessons. This did take place for 2 groups but the member of staff recruited for delivering interventions then left.

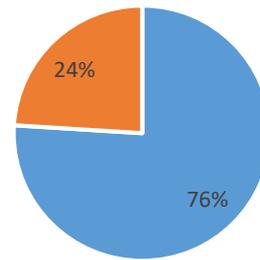
The Star test results were also used in English lessons to inform teaching, using the scaled scores, reading ages and informations about the key skills the students were yet to master. This helped teachers to differentiate resources appropriately and deploy the subject linked TA effectively.

Star Reading Baseline
September 2018



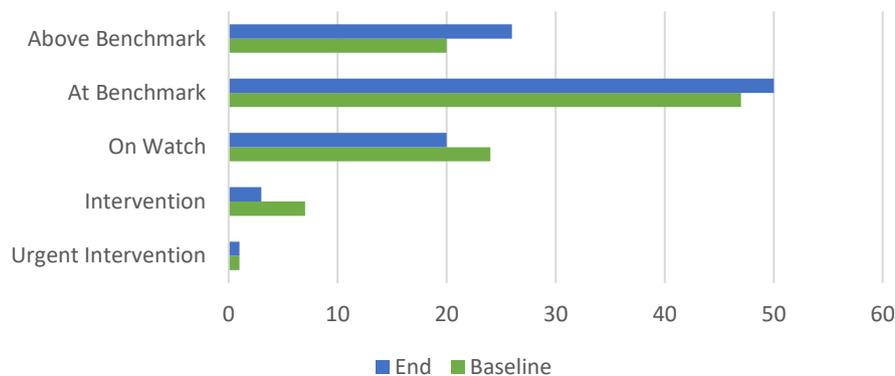
■ At/Above Benchmark ■ Below Benchmark

Star Reading July 2019



■ At/Above Benchmark ■ Below Benchmark

Star Reading - Change Over Time Per Category



English Analysis – how well did it go, what do we need to do next?

The pie charts show that there was a net movement of 9% from the Below Benchmark to the At/Above Benchmark levels, this equates to 28 students. The more detailed bar chart shows that there was significant movement in all levels from Intervention upwards. This confirms that the work being done has been working and students are moving in the right direction, we just need to expand upon this so that we can reach more students.

- Create a team around literacy intervention so that the teaching & planning of literacy is targeted and focussed
- Employ a teacher with primary experience to teach the extra literacy groups
- Introduce a whole school approach to reading and put measures into place to support the weaker readers
- Engage parents to support their children with a Year 7 literacy event
- Use of Star testing data more widely used by the English teachers, especially the data about key skills to target for specific sub-groups
- Use of Star testing data for all teachers to inform planning and teaching
- Using Star testing to measure impact of interventions.