

Background

The Government provides additional funding to schools for each Year 7 pupil who did not achieve the expected level (scaled score of 100) in the Key Stage 2 national curriculum tests in reading and/or mathematics. The purpose of this funding is to enable schools to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it.

Finance

Available funding: £17,070.

Numeracy Strategy

There were 21 pupils identified as requiring intervention for Numeracy. These were separated into 2 cohorts. The strategy was delivered from October 2019 to March 2020. The school was closed between March 2020 and August 2020 due to Coronavirus restrictions.

Cohort 1: 7 pupils

Pupils who achieved 94 and under or did not complete SATs had their numeracy age assessed using the Basic Number Age Screening Test. If their SATs score was under 94 and/or their number age was <09.06, they were placed on the Catch up Numeracy programme. They then completed further assessments to determine the most appropriate programme. If they were assessed at a level 6 or above, we took into account their SATs score and number age and made a decision as to whether they should continue on the programme.

Pupils continuing on the programme received a 12 week intervention of 2 x 20 minute sessions per week, or until they completed the programme. This intervention took place during a science or maths lesson and one form time per week, delivered on a one-to-one basis.

Midpoint progress

Average number age at start	8 years and 4 months
Average number age at end	11 years and 2 months
Progress	+ 1 year and 10 months

Over the intervention there was an average increase in number age of 1 year and 10 months.

Cohort 2: 14 pupils

Those pupils whom SATs scores were between 95-98 were assigned a group intervention of 1 x 20 minutes per week during form time. They followed the IDL Numeracy package, which was further supported by completing 2x20 minute sessions as homework.

In addition to the interventions delivered by the SEND department, these pupils received additional interventions through their maths lessons via:

- Maths watch intervention
- Mastery scheme of work for lower ability
- Collaboration with TAs to ensure students with SEND students have the same opportunities as non-SEND students
- Smaller sets for groups 4 and 5

Midpoint progress

Average number age at start	10 years and 1 month
Average number age at end	10 years and 2 months
Progress	+ 1 month

Over the intervention there was an average increase in number age of 1 month.

Literacy Strategy

There were 21 pupils identified as requiring intervention for Literacy. These were separated into 2 cohorts. The strategy was delivered from October 2019 to March 2020. The school was closed between March 2020 and August 2020 due to Coronavirus restrictions.

Cohort 1: 13 Pupils

Pupils who achieved 94 and under or did not complete SATs will had their literacy age assessed. If their SATs score was under 94 and/or their reading/spelling age was <09.06, they were placed on the Catch Up Literacy programme.

Pupils on the programme received a 12-week intervention of 1 x 20 minute session per week. This took place during an English or Spanish lesson and one form time per week and was delivered on a one-to-one basis. In addition to this, the pupils were assessed for IDL Literacy and they were expected to complete two lessons per week at home to support their literacy skills.

Midpoint progress

Average reading age at start	8 years 2 months
Average reading age at end	9 years 3 months
Progress	+ 1 year 1 month

Average spelling age at start	7 years 3 months
Average spelling age at end	10 years 1 months
Progress	+ 2 years 10 months

Over the intervention there was an average increase of 1 year and 1 month in reading age and 2 years and 10 months in spelling age.

Cohort 2: 8 pupils

Those pupils whom SATs scores were between 95-99 and reading/spelling age was more than 9:06 were assigned a one-to-one intervention of 2 x 20 minutes per week during form time. This focussed on the use of the IDL literacy programme and individual literacy targets.

In addition to the interventions delivered by the SEND department, pupils received additional interventions through their English lessons via:

- Collaboration with TAs to ensure students with SEND students have the same opportunities as non-SEND students
- Smaller sets for groups 4 and 5
- All Y7 are on a 3 week cycle for homework. Week 1 should focus on learning spellings appropriate to the needs of the students, week 2 on vocabulary and week 3 should be an extended piece of writing/reading or research. The cycle then comes back to spelling/vocab/extended piece
- Lower sets have 4 lessons following the SOW, one guided reading lesson, one literacy skills lesson and one *Let's Think in English* lesson.

Midpoint progress

Average reading age at start	9 years 5 months
Average reading age at end	10 years 3 months
Progress	+ 10 months

Average spelling age at start	11 years 1 month
Average spelling age at end	12 years 1 month
Progress	+1 year 1 month

Over the intervention there was an increase of 10 months in reading age and an increase 1 year and 1 month in spelling age.

Greenhouse Project: 12 pupils

The Greenhouse is a project that began in September 2018 at De La Salle School. The Greenhouse project is available to students who are not yet high school ready. The aim of The Greenhouse is to support and enable these students to reintegrate into mainstream education transitionally throughout Y7/8. The students in The Greenhouse did not achieve age-related expectations throughout primary school and in completion of end of KS2 SATs. Pupils in The Greenhouse cohort have a range of additional needs and social, emotional, behavioural and mental health issues. The greenhouse is a caring and nurturing space where children are given personalised support and attention to allow them to achieve, progress and flourish both educationally and personally. If The Greenhouse was unavailable these students would otherwise struggle academically and socially throughout their high school experience.

Greenhouse: Literacy

Midpoint progress

Average reading age at start	8 years 2 month
Average reading age at end	9 years 4 months
Progress	+ 1 year 2 months

Average spelling age at start	8 years 2 months
Average spelling age at end	10 years 11 months
Progress	+2 years 9 months

Over the intervention there was an increase of 1 years and 2 months in reading age and an increase 2 years and 9 months year in spelling age.

Greenhouse: Numeracy

Midpoint progress

Average number age at start	8 years 5 months
Average number age at end	10 years and 11months
Progress	+2 year 6 months

Over the intervention there was an increase of 2 years and 6 months in number age.

Conclusion

Due to the COVID-19 pandemic and national lockdown from March 2020 to August 2020, the catch-up programme for the academic year 2019-20 was ceased early. The plans moving forward for the academic year 2020-21 are:

- Catch up fund to become part of the wider COVID Catch Up fund

- Curriculum changes in English and maths to reflect missed learning in year 6 and year 7
- To assess pupils coming into year 7 via CATs and online reading and spelling assessments. This will then inform FFT data, sets in year 7 and any catch up programme delivered via the COVID Catch Up fund or SEND department
- Greenhouse to continue in year 7
- Year 8 Greenhouse cohort to receive additional English and maths via Miss Neill x 5 lessons per fortnight
- Year 9 Greenhouse to study basic Spanish, supported by Level 3 TAs and MFL department
- Employment of level 3 TA to oversee interventions within English and maths department