

The use and impact of Catch Up funding

The school receives funding to support students who enter Year 7 with below expected attainment in Reading and or Maths. This funding is known as 'Catch Up' and the school receives additional funding to support these students and accelerate their learning in Year 7. For the Year 2017-18 the amount of funding received reflects the overall funding received in 2016-17 but is adjusted to reflect the change in size of the cohort based on the October Census.

At Todmorden High School we use this funding to provide targeted short term Literacy and Numeracy Intervention designed to accelerate progress in these areas. After an initial assessment of need, gaps in learning are identified and bespoke programmes of study are developed and delivered which are designed to ensure students make rapid progress in these areas.

Intervention Teams work closely with the Maths and English faculties when developing personalised programmes to ensure links to the curriculum are included. Sessions take place in our newly refurbished Learning Resource Centre, Literacy and Numeracy Bases which provide access to high quality ICT facilities whilst also offering an excellent teaching space.

Catch Up Premium Allocations

Below is a breakdown of the Catch Up allocations received over the past and current academic year.

| Academic Year | Below L4 Literacy | Below L4 Numeracy | Below L4 Literacy and Numeracy | Funding |
|----------------------|---------------------------------|---------------------------------|--|----------------|
| 2013/14 | 11 | 10 | 7 | £7500 |
| 2014/15 | 16 | 16 | 9 | £11500 |
| 2015/16 | 8 | 10 | 7 | £9000 |
| | Below 100 score Literacy | Below 100 score Numeracy | Below 100 score Literacy and Numeracy | |
| 2016/17 | 62 | 64 | 47 | £11413 |
| 2017/18 | 39 | 45 | 30 | £11609 |

These numbers are calculated via the October Census and do not account for students added or taken off roll after this date.

Impact of 'Catch Up' funded Intervention strategy

In September 2016 85 students joined THS with a standardised score of less than 100 in Reading, or Maths or both.

These students received support targeted at their specific needs throughout Year 7.

Targeted interventions include:

- Targeted literacy intervention groups
- Accelerated Reader Group
- Reading recovery groups
- Numeracy Intervention groups

Progress Indicators

Reading Recovery and Targeted Literacy Intervention Impact (Reading and Spelling Ages)

Our Literacy Mentors are trained teachers at Secondary and Primary level with one also specialising in supporting students with Dyslexia. Their experience and qualifications ensure they have the necessary skills to support the delivery of specialist literacy programmes to students with a variety of barriers to learning.

Year 7—Literacy 2016-17

Upon arrival all students who achieved a reading score below 100 at KS2 completed the Schonell Spelling and Reading Assessments and the Accelerated Reader STAR Reader. Students with a reading age at least 12 months lower than their chronological age were then allocated additional literacy sessions.

42 students received Literacy intervention. The remaining 22 students were monitored closely by the class teacher and also allocated to a reading group during focus sessions.

Identified by KS2 Scores and Group Reading Assessments on entry.

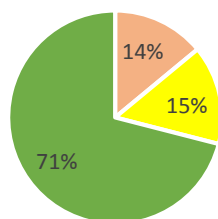
Schonell Reading and Spelling Tests completed in September and repeated in December and January Test scores determined the number of sessions each student received.

Expected Progress = Improvements broadly in line with intervention time. For example 2 months intervention leading to a 2 month improvement in assessment score.

Good Progress = Improvements in assessment scores significantly greater than the time spent on the intervention programme.

| Y7 Literacy Intervention - Spelling / Reading Age Improvements | | | |
|--|--------|--------|--------|
| 42 Students | | | |
| | Term 1 | Term 2 | Term 3 |
| 0 Year Improvement | | 1 | 5 |
| 1 Year Improvement | 9 | 9 | 6 |
| 2 Year Improvement | 1 | 2 | 7 |
| 3 Year Improvement | 1 | 1 | |

Reading and Spelling Progress



Below expected progress Expected progress Good Progress

The students who have made no progress in their reading and spelling scores in the first cycle now have an additional period each week to accelerate their progress in these areas.

Commentary

A significantly greater proportion of Year 7 joined THS in September 2016 with KS2 scores below the national average score of 100 in reading, maths or both. Despite the increase from 18 students to 85. We only received £2413 additional funding to support these students. As such students were screened using in-house assessments to prioritise those students with the greatest need when allocating Literacy and Numeracy sessions. In all 42 students out of the 62 who had a KS2 score below 100 received specific literacy group sessions, with the others taking part in reading recovery sessions during focus time and also being part of the Accelerated Reader Scheme.

Of 42 students accessing literacy intervention, 30 of which are classed as SEND, 36 made expected progress. 30 of these students made above expected progress.

Compared to their STARS data and progress in all lessons, a different picture emerges; 11 of these students made expected progress, according to the Y7 flight path, in 50% or more of their subjects. The remaining 31 students made expected progress, according to the THS flight path, in less than 50% of the subjects they study. Proportionally the worst performing subjects, in terms of progress, are Geography, Maths, MFL and Technology

Numeracy Intervention Impact – Diagnostic Skills Test Results

Our Numeracy specialists have experience working within the Maths faculty over previous years delivering both small group intervention and some in class support. They now work closely with the faculty focusing on small group provision and consolidating basic numeracy skills and knowledge with targeted groups of students.

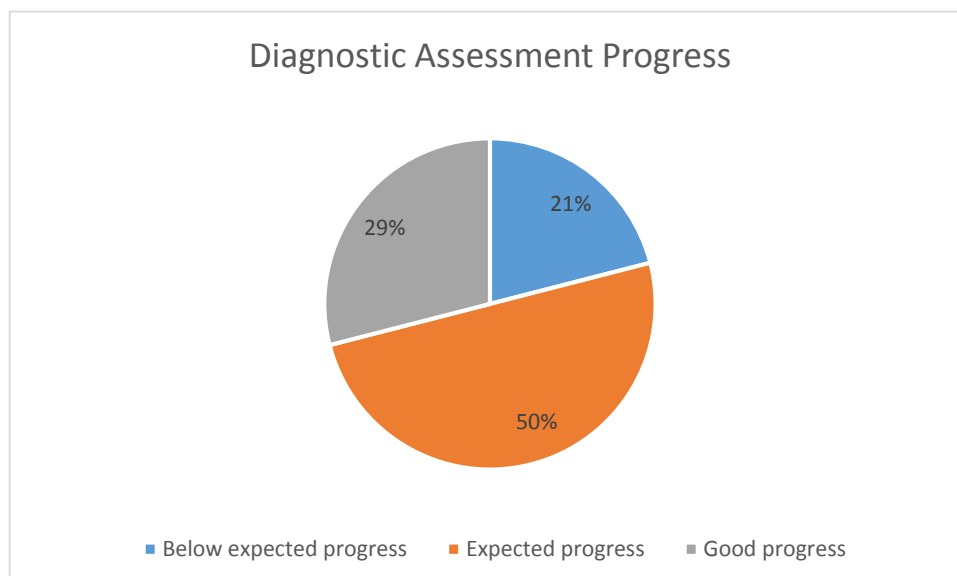
Year 7— Numeracy Intervention—Cohort 2016-17

Number of weekly sessions dependent on individual student needs.

Completed Diagnostic Assessment in September and November after 8 week cycle.

Students will be re-assessed at the beginning of the Summer Term to monitor retention of skills.

| Y7 Numeracy Intervention | | |
|---------------------------------|-----------|------------------------|
| 14 Students | | |
| | 1st Resit | End of Year Assessment |
| 0% | | 2 |
| 1-10% | 1 | |
| 11 - 20% | 7 | |
| 21 - 30% | 4 | |
| 31% - 40% | | |
| 40% Plus | | |



Commentary

Students are identified for targeted Numeracy support in a number of ways. The first cohort of students are those who enter Year 7 with a KS2 score below 100. These students complete the in-house diagnostic assessments which highlights key areas students need support with. The 8 week cycle of intervention then focuses on these areas of weakness.

For students who score well on the diagnostic assessment but still scored below average at KS2. Class teachers monitor these students closely and refer to numeracy intervention if a student is struggling with a key concept and needs additional support.

Students are re-assessed at the end of the cycle and depending on results return back to mainstream lessons or remain in the programme for another cycle. Students who return to lessons are re-assessed in the summer term to ensure skills have been retained.

79% students made at least expected progress in their diagnostic assessments however 21% made below expected progress.

Compared to STARS 2, 7 of these students made 2 sub levels of progress in Maths compared to their starting point, 2 made 1 sub level of progress and the remaining 5 made no progress in their Maths. This is an area that is to be addressed in our strategy for 2017-18.