

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.

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
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
2018/19	38	56	24	

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 2017 69 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
- 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 2017-18

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.

23 students received Literacy intervention. The remaining 13 students were monitored closely by the class teacher and also allocated to a reading group during focus sessions.

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

Y7 Literacy Intervention - Spelling / Reading Age Improvements			
23 Students			
	Term 1	Term 2	Term 3
0 Year Improvement	12	6	3
1 Year Improvement	9	8	6
2 Year Improvement	1	4	5
3 Year Improvement	1	1	

Commentary

Of the 23 students receiving literacy intervention sessions, 12 students have made better than expected progress with a 2yr + improvement in their reading ages over the time. 6 students have made 1yrs improvement with 3 students making less than 1 year's improvement. Students making less than 1 years improvement have made progress but not significantly. These students will continue to be monitored and where appropriate, intervention will be allocated. This coming year

Literacy mentors will be using Pixl to deliver targeted catch up programmes with these students. These are proven strategies and interventions that are designed to accelerate progress for students entering below expected standard.

Numeracy Intervention Impact – Diagnostic Skills Test Results

Our Numeracy specialist has 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 2017-18

Number of weekly sessions dependent on individual student needs.

Completed Diagnostic Assessment in September and December.

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

Y7 Numeracy Intervention		
16 Students		
Improvement	1st Resit	End of Year Assessment
1-10%	5	3
11 - 20%	8	3
21 - 30%	3	2
31% - 40%		4
40% Plus		2

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. This group complete the diagnostic assessment which focuses on the four operations and this assessment is used to dictate the number of sessions each student requires.

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.

The impact of numeracy intervention has not been as effective as the literacy intervention. Only 6 out of the 16 students made significant and sustained improvements in the diagnostic tests and the impact of this provision is not being seen directly within Maths lessons. We are currently trailing the use of PIXL to improve the overall effectiveness of this provision.

