

St. Anthony's Girls' Catholic Academy

“Catch-up” funding 2019-20 – impact statement and summary report.

Context:

St. Anthony's Girls' Catholic Academy has used the £5,833 catch up funding received from DfE to support Y7 students who were not “secondary ready” 2019-20.

The academy has actually committed from the school budget additional funding, to more than match-fund the government “catch up funding”, to improve literacy and numeracy for those who were not “secondary ready” and all pupils in the school too.

- Two Teaching and Learning responsibility posts for two teaching staff and one Librarian post:
 - Literacy Co-ordinator – Mrs. A. Pickering
 - Numeracy Co-ordinator – Ms. D. Clarke
 - Librarian – Ms. M. Jackson
- a fully stocked Library/LRC;
- electronic book access – pre-covid, during- covid and post-covid;
- book boxes within form rooms;
- each pupil also carries a book for use in form time;
- Y7 MiDYis tests (remote testing) - Durham University CEM (Curriculum Evaluation and Monitoring) Centre which provide a Literacy score amongst other indicators;
- Y7 Reading Age tests Y7 and beyond (3 per annum) via Renaissance Reading
- Accelerated Reader (remote activities and testing)
- Star Reader (remote activities and testing)
- Literacy and Numeracy CEM centre information available via SIM's Assessment Manager is available to each teacher for every class they teach;
- Hegarty Maths (remote activities and testing);
- My Maths (remote activities);
- Maths Box (remote activities);
- Sam Learning (remote activities).

Literacy Y7 “catch-up” 2019-20.

Intent:

To work with all students, but particularly those who arrived “not secondary ready” to improve literacy by assessing starting points, monitoring progress towards targets and intervening with individualised and small group support.

Implementation:

Year 7 students are tested to obtain a reading age, and reading levels, three times a year: in September at the start of the academic year, half-way through the academic year (February/March) and at the end of the academic year in July, annually.

Due to government covid-related health restrictions, it was not possible to complete Reading Test Three. Our Accelerated Reader quiz programme was, however, run remotely for students working

from home. Therefore, we have Reading Quiz data to replace Test Three for academic year 2019-2020 due to covid-adjustments.

Our literacy strategy for Year 7 students who were not “secondary ready” includes:

- The inclusion of some students in a “nurture group”;
- the enrolment and use by all Y7 students of Renaissance Learning’s Accelerated Reader and Star Reader programmes which provide individualised literacy enrichment opportunities and termly assessments and particular monitoring of those students who were not “secondary ready” upon arrival;
- following termly testing all students are provided with individualised “next steps” targeted strategies through the Renaissance Learning programme’s ‘Instructional Planning’ function;
- small group intervention work also takes place with students needing urgent intervention within ‘Reading Club’ and includes students who were not “secondary ready”;
- small group intervention work with students classed as needing some intervention during lunch time via our ‘Keep on Reading’ sessions and includes students who were not “secondary ready”;
- sharing with all teaching, and support staff, working with all pupils the literacy assessment data for their classes via SIM’s Assessment Manager;
- purchase of at least one book per child and gift of this book to all children in Y7 as part of our Library/LRC provision;
- regular stock improvements to Library/LRC (Learning Resource Centre) by our Librarian working with the Headteacher annually;
- the use of “book boxes” in all forms;
- all students carry a book for private reading;
- private reading students takes place as a timetabled activity;
- providing all staff with literacy themes to inform planning.

Impact:

- during the academic year 2019-20, 84% of all Year 7 students met, or exceeded, the reading age national benchmark and obtained results in line with student chronological age;
- most students are thereby made at least expected progress, and some above expected, progress;
- the average reading age in Test 1 was 11 years and 8 months and our average projected final reading age was 12 years and 2 months according to Accelerated Reader Quiz N.B. the year was impacted by covid-19 closure of schools to all but key workers, and some vulnerable children, from March 23rd until 1st September 2020.
- 3% of students were deemed as requiring urgent intervention in the First Reading Age Test and there was an average of +8 months progress in reading age for these ‘Reading Club’ students during the period from September 2019 – February 2020.
- 3% of students required some additional support via the ‘Keep on Reading’ sessions, and an average of +5 months reading progress was made during the same period.
- students were not classed as ‘not secondary ready’ formed these two intervention cohorts and are/were well-supported both pre, during and post-covid;
- all children were issued with a novel when school closed to most children for covid-19 in March;
- activities across all subject areas as part of the home-school learning provision encouraged private reading and literacy focus;

- some vulnerable children including those with literacy issues were invited in to school to work with HTLA/TA/SENDCo as part of our covid-provision April - July;
- the Deputy Headteacher (pastoral) delivered materials, stationery packs etc. to students who required support.

Numeracy Y7 “catch up”.

Intent:

St. Anthony’s we are committed to ensuring all students receive the right support and intervention strategies to engage in their learning and develop a love for mathematics.

Implementation:

- We identify Year 7 catch-up students using KS2 SATS outcomes and feedback from primary schools; Students who require urgent intervention attend ‘Numeracy Club’ weekly from the beginning of the academic year.
- Plus, students who are not making the required level of progress in Y7 and requires ome intervention are identified and appropriate work is provided to support their progress throughout the year.
- Our numeracy strategies for Year 7 also include whole-school use of Hegarty Maths and My Maths. In the school year 2019-2020, on average Year 7 students spent 15.9 hours on Hegarty Maths compare to a National average of 9.2 hours.
- From this data we can see students are keen to improve their mathematical knowledge and know the importance of being independent learners. Maths Box is designed to fill in the gaps in students’ calculation strategies and is broken down into numeracy calculations, timetables and key skills. It is used weekly with all year 7 classes, helping class teachers to identify students requiring extra intervention.
- The inclusion of some students in a “nurture group”;
- sharing with all teaching, and support staff, working with all pupils the numeracy assessment data for their classes via SIM’s Assessment Manager;
- regular stock improvements to Library/LRC (Learning Resource Centre) by our Librarian working with the Headteacher annually;
- providing all staff with numeracy themes to inform planning.

Impact:

- Based on the two mathematics tests Year 7 were able to complete throughout 2019 – 2020 we can analysis the figures and assess the impact of our intervention strategies.
- On average the 4% of students deemed as needing urgent intervention managed to increase their St. Anthony’s Maths level by 1.9, with the whole group surpassing their MTG for Year 7 by February 2020.
- Most students who were identified as not making the required level of progress at the beginning of the academic year managed to improve making at least expected progress, if not above expected progress.
- In the school year 2019-2020, on average Year 7 students spent 15.9 hours on Hegarty Maths compare to a national average of 9.2 hours.
- students were not classed as ‘not secondary ready’ formed these two intervention cohorts and are/were well-supported both pre, during and post-covid;

- some vulnerable children including those with numeracy issues were invited in to school to work with HTLA/TA/SENDCo as part of our covid-provision April - July;
- the Deputy Headteacher (pastoral) delivered materials, stationery packs etc. to students who required support.