



# Padgate Academy

## **Use of Year 7 Catch up funding for 2017 to 2018**

Padgate Academy prides itself on an ethos of high expectations, raising aspirations and supporting all students to achieve their potential. We recognise the importance of literacy and numeracy skills in enabling students to access all areas of their curriculum and make progress. Our year 7 catch up premium funding enhances support for students who have not reached expected standards by the end of year 6 in literacy or numeracy.

### **Summary of the Year 7 catch up premium strategy for numeracy – 2017 to 2018**

A total of 21 students had been identified at the beginning of the academic year as requiring intervention to catch up regarding numeracy. Students were identified as requiring catch up intervention if they had a scaled score of below 100. Of that group we identified a group of 13 students who we believed were in greatest need of extra support and intervention and thus were provided with a more focussed, targeted intervention.

For all who required catch up intervention in numeracy, their progress was closely monitored through classroom intervention support and the School Data tracker to ensure that the impact of the intervention was effective and sustained.

The following interventions were used as part of the numeracy catch up strategy for the students that did not achieve age related expectations:

- Professional development funding to collaboratively plan 'maths mastery' style lessons
- Subject specific work with a Senior Leader of Education (SLE)
- Additional numeracy lessons during Academic Review each week
- Additional staffing for small group tuition in numeracy (for weekly focussed intervention)
- Smaller class sizes in mathematics lessons and 'numeracy' lessons
- Personalised timetable including an additional mathematics lesson during which basic numeracy was covered
- Provision of a subject specialist Teaching Assistant

### **Impact**

Please note, the analysis uses the Academy's own assessment procedure, and this varies from school to school. Therefore this cannot be compared like for like.

From the whole cohort of students who scored below 100:

5% of students ended the year working 1 grade above their target and 24% of students achieved their target.

10% of students made 2 grades improvement and 67% of students made at least 1 grade improvement.

From the cohort identified for extra support and interventions:

8% of students achieved their target.

8% of students made 2 grades improvement and 62% made at least 1 grade improvement.

*NB – this evaluation does not take into account any students that arrived mid-year.*

### **Evaluation of impact and moving forward:**

Based on the above analysis, more resources will be used to improve the numeracy skills of those students that are below age related expectations even further.

The following additions will be made to the numeracy strategy following this review:

- Additional teacher to deliver 'numeracy' focussed lesson each week
- Additional 'numeracy' lesson to be based around 'Numbers for Life' – the application of numeracy in a day to day context
- Redesign of the whole academy assessment procedure to allow identification and tracking of improvements at a more accurate and fine level
- Leadership responsibility for second in department focussed around catch up numeracy strategy
- Specialist, regular professional development and support for 'numeracy' teacher
- Continued use of SLE to support collaborative planning
- Dedicated professional development time to analyse areas of misconception
- Departmental lesson study based on 'numeracy' lesson

## **English Literacy Funding**

In 2017-2018 additional support in English was offered to identified students in Year7.

### **Summary of the Year 7 strategy 2017 - 2018**

The support took the form of:

- Fresh Start phonics literacy programme – a specialised phonics programme which is aimed at developing reading and word recognition;
- Reading plus – an online resource which helps with students reading proficiency, reading speed and comprehension
- Smaller classes with additional TA support

Funding allocated for this was used as follows:

- Specialised training for staff who were to deliver the Fresh Start programme
- Fresh start teaching and learning resources
- Specialised training on Reading Plus

- Extra staffing overall to facilitate smaller class sizes for the identified literacy groups
- Reading Plus licenses
- Staffing after school intervention sessions for Reading Plus and Fresh Start phonics programme

The identified cohort were closely monitored in class and worked through the selected modules on both Fresh Start and Reading Plus. Data collection occurred regularly and as class sizes were smaller, effective and sustained intervention and focus could be applied when required.

**Literacy impact on Reading age:**

- 100% of students in Year 7 who were on the programme, improved their reading age.
- 56% of students from the cohort significantly improved their improved their reading age by more than 2 years.