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# CATCH-UP FUNDING IMPACT REPORT

J. HAWLEY

SENIOR LEAD FOR STUDENT  
INTERVENTION



**PADGATE  
ACADEMY**



## SUMMARY INFORMATION

<b>Academic Year</b>	2020-21	<b>Total catch-up funding</b>	£42.240
<b>Total number of pupils</b>	507	<b>Amount of catch-up premium received per pupil</b>	£83

## STRATEGY STATEMENT

At the heart of our vision it is to do whatever it takes to provide our students with a first-class education. The pandemic has provided a need for us to think creatively and utilise the Government's catch-up fund to ensure our students are not disproportionately disadvantaged.

Our catch-up plan outlines how we will address our catch-up agenda. The primary focus of the plan is geared towards Y11 due to their imminent GCSE examinations this summer but will consider other year groups, especially Y7 and those who are most vulnerable

## IDENTIFIED PRIORITIES

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## IDENTIFIED BARRIERS

- In-School attainment gaps on entry in English and mathematics
- Low literacy and numeracy levels on entry
- Positive learning habits are not fully embedded, including home learning habits
- Attendance of disadvantaged students does not match that of other students in the school
- Parent support, expectations and engagement can be a barrier for a significant proportion of disadvantaged students
- Students' mental health post-covid has declined.



## KEY ACTIONS TAKEN

**September – December 2020** (*Students returning after 5 months absence from formal education*)

### Intervention

- 2 X Yipiyap Tutors employed to work with students 1:1 who are not accessing face to face learning
- NTP Year 11 Tutoring for Maths / Science
- Departments purchase text books / resources to give to year 10/11 students to ensure that all have access to quality materials
- Study Zone created for year 11 students after school and on a Sunday morning

### Use of Technology

- Staff broadcast lessons to students who are self-isolating or setting work on TEAMS (blended offer)
- Staff who were forced to isolate broadcast lessons live to classes
- Audit of students' IT provision with plan to give all students access to laptop / device
- TEAMS used to set work and upload recorded lessons

### Reading

- Students in year 7 given CATS 4 to assess general levels of ability
- Students in years 7 -10 given reading tests (NGRT) to assess reading ages
- Students reading in AR and at the beginning of English lessons to encourage reading for pleasure
- Students in bottom sets years 7-9 to have IDL intervention once a fortnight as part of English lessons

### Whole School

- TIG meetings at the end of DC1 & DC2 for HODs to identify targeted students and actions to support.
- Mini Mocks for year 11 in October with full Mocks in December to assess progress
- CPD sessions focusing on developing pedagogy

**January – March 2021** (*Students taught full timetable through zoom calls. Vulnerable / Key worker children access the same lessons while attending school*)

- Reading Strategy devised for lockdown (see Appendix A)
- Reading groups established both in school and online for students with low reading ages
- 1 X Teaching Assistant trained in Lexonik with first group established
- Mentoring with Futures First established for year 11 students
- NTP Year 10 tutoring for English / Maths



## March – July 2021

- CATS data analysed and key groups identified. CPD for all staff 7<sup>th</sup> May
- 2<sup>nd</sup> cohort of Lexonik
- NTP Year 10 tutoring for English / Maths
- Yipiyap tutors timetable targeting key students in years 7-10 for pastoral as well as academic support

## NEXT STEPS

- NGRT re-testing for selected students in year 7 including students who have had interventions and students who have not.
- Impact assessment for students on Lexonik and IDL
- Words for All project 2021-22
- Joining with TCAT to develop staff as 'Expert Readers'
- Developing links with Padgate Library: *Padgate Reads – an initiative to engage the local community:*
  - Developing adult reading skills
  - Having adults listening to students read.
- Oxplore Bookclub as part of CAS offer (one reading group per year group)
- Futures First mentoring for year 10 students (to begin from September)
- Continue links with Conexus tutoring for targeted students



## OUTCOMES (with updated GCSE results)

Cohort	Gender		Dis	KS2 Prior Attainment				SEND		
	Male	Female		H	M	L	None	K	E	EAL
85	44	41	34	9	23	44	9	9	4	19

	Autumn 1		Autumn 2		GCSE	
	Current	Previous	Current	Previous	Current	Previous
	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20
Progress 8 (Est.)	-0.98	-0.88	-0.52	-0.79	+0.16	-0.09
Disadvantaged	-1.63	-0.97	-1.21	-0.91	-0.50	-0.32
Boys	-1.01	-1.52	-0.55	-1.42	+0.20	-1.07
Girls	-0.95	-0.47	-0.48	-0.39	+0.11	+0.36
High Attainers	-1.24	-0.77	-0.80	-0.77	-0.11	-0.29
Middle Attainers	-0.98	-1.00	-0.54	-0.87	+0.24	-0.52
Low Attainers	-0.65	-0.71	-0.08	-0.60	+0.31	-0.34
SEND	-1.20	-1.59	-0.83	-1.57	-0.11	-1.01
Basics 9-4%	22.1%	35.6%	31.8	36.8	55	53
Basics 9-5 %	9.3%	23%	16.5	23.0	33	35

Autumn 2 data shows improvements from Autumn 1 data (2020/21) and Autumn 2 data at same point last year (2019/20). Predictions made at this time suggest a significant positive uplift.



## NTP: Year 11 students (Maths and Science)

	Year 11 2020-21							
	Autumn 1				Autumn 2			
Subject	9-7%	9-5%	9-4%	SPI	9-7%	9-5%	9-4%	SPI
English Language	6.3	33.8	56.3	-0.47	3.6	28.9	51.8	-0.26
Maths	2.4	12.2	24.4	-1.48	6	22.9	38.6	-0.78
Combined Science	8.5	13.4	21.3	-1.18	8.4	21.7	34.3	-0.8

Maths and Science identified as subjects for NTP.



Midway through tutoring programme



	Year 11 2020-21							
	Autumn 2				GCSE Results			
Subject	9-7%	9-5%	9-4%	SPI	9-7%	9-5%	9-4%	SPI
English Language	3.6	28.9	51.8	-0.26	10.7	44.0	73.8	+0.38
Maths	6	22.9	38.6	-0.78	9.6	36.1	56.6	-0.04
Combined Science	8.4	21.7	34.3	-0.8	11.4	34.3	53.6	+0.07



## LITERACY: Impact of IDL with year 7 students

	SEN Code	PP	Reading Age			Spelling Age		
			Oct 20	March 21	Increase in reading	Oct 20	March 21	Increase in spelling
A	K	Y	9y 11m	11y 6m	1y 7m	9y 1m	no data	no data
B	K		7y 5m	7y 7m	0y 2m	7y 2m	7y 6m	0y 4m
C	K	Y	10y 1m	10y 6m	0y 5m	9y 1m	10y 2m	1y 1m
D	K	Y	9y 11m	10y 5m	0y 6m	8y 11m	10y 0m	1y 1m
E	K	Y	8y 5m	8y 11m	0y 6m	7y 11m	8y 7m	0y 8m
F	EHCP	Y	9y 6m	9y 3m	-0y 3m	9y 1m	8y 5m	-0y 8m
G	K	Y	9y 1m	9y 3m	0y 2m	8y 7m	9y 2m	0y 7m
H	K		9y 6m	9y 10m	0y 4m	8y 1m	9y 7m	1y 6m
I	EHCP	Y	7y 10m	8y 1m	0y 3m	7y 5m	8y 2m	0y 9m
J	K		10y 1m	11y 3m	1y 2m	10y 6m	11y 4m	0y 10m

## LITERACY: Impact of Lexonik with year 7, 8 and 9 students

	Year	PP	Pre reading age	Post reading age	Reading age gain
A	7	Y	8.1	9	11
B	7	Y	8.6	9.6	12
C	7	Y	7.8	9.2	18
D	7		8.1	8.8	7
E	8		8	10.4	28
F	8	Y	8	8	0
G	8	Y	7.5	8.6	13
H	9	Y	8	9	12
I	9	Y	8.4	12.1	45
J	9		7.4	n/a	n/a



## APPENDIX A: LOCKDOWN READING STRATEGY (*January 2021*)

### Rationale

*The first lockdown from March - September 2020 led to students having five months out of the classroom. This meant that many students in year 6 did not have the intensive teaching of reading skills that they would normally have in the run up to SATs and beyond. This in turn has led to a greater proportion of students in year 7 2020-21 being more than one year behind their chronological age than the year 7 cohort of 2019-20 (62.3% compared to 44.2%).*

*A reading age of 16 is required for students to access their GCSE examinations in all subjects, therefore students need to be reading at or near their chronological age each year. The table below shows that we still have a significant number of students who are unlikely to reach this target by year 11.*

*Now that we are in a second lockdown we need to ensure that students have access to quality reading material and are supported with developing the skills needed to become competent readers.*

Number of students whose reading age is more than a year behind their chronological age		
	2020-21	2019-20
Year 7 (RA of 10 or below)	62.3%	44.2%
Year 8 (RA of 11 or below)	47.7%	54.2%
Year 9 (RA of 12 or below)	52.8%	n/a
Year 10 (RA of 13 or below)	44.6%	n/a

### Next steps

- Lexonik groups – VPE training 21<sup>st</sup>/22<sup>nd</sup> January with groups to be organised W.C. 25<sup>th</sup> Jan
- IDL - students in 7E5, 8E5, 9E4 to have IDL as part of their English lessons online.
- Yipiyap tutors to run guided reading sessions for VG in school (4 groups of 5 students = 20 students)
- Iain Smart to run guided reading sessions online (2 groups of 5 students)
- JHA to organise purchase of suitable reading material for reading groups





Names of students	Reading Intervention	Dates / Times of reading group
Group 1 (Year 7)	Guided Reading in school	Monday period 3
Group 2 (Year 7)	Guided Reading in school	Tuesday period 3
Group 3 (Year 8)	Guided Reading in school	Wednesday period 3
Group 4 (Year 9)	Guided Reading in school	Thursday period 3
Group 5 (Year 7)	Guided Reading online	Tuesday period 3
Group 6 (Year 7)	Guided Reading online	Wednesday period 3
Group 7 (Year 7)	Lexonik	<b>Week A:</b> Wednesday period 2 <b>Week B:</b> Wednesday period 2
Group 8 (Year 8)	Lexonik	<b>Week A:</b> Thursday Period 2 <b>Week B:</b> Thursday Period 3
Group 9 (Year 9)	Lexonik	<b>Week A:</b> Thursday Period 3 <b>Week B:</b> Thursday Period 4



## APPENDIX B: CAT4 DATA AT PADGATE ACADEMY

In September 2020 all year 7 students at Padgate Academy took the GL Assessment CAT4 test. This test assesses four main areas: Verbal Reasoning, Non-Verbal Reasoning, Spatial Reasoning and Quantitative reasoning (see appendix for further information). It also provides an indication of future GCSE attainment.

As this cohort of students did not sit the KS2 SATs, it is vital that we have a clear understanding of the data.

		Very low	Below Average		Average			Above Average		Very High
SAS Bands		<74	74-81	82-88	89-96	97-103	104-111	112-118	119-125	>126
Nat. Avg.		4%	7%	12%	17%	20%	17%	12%	7%	4%
Padgate	108 Students	4 (4%)	17 (16%)	24 (22%)	28 (26%)	20 (19%)	10 (9%)	3 (2%)	1 (1%)	0

### Overview of data:

- Percentage of students in 'very low' category is on par with national average
- Percentage of students who are in 'below average' category significantly higher than national average (38% compared to 19%)
- Percentage of students who are in the 'average' category on par with national average (54%) however a greater proportion are in the lower end of this category than national average (26% compared to 17%)
- Percentage of students who are in the 'above average' category significantly lower than national average (3% compared to 19%)
- No students at Padgate Academy are in the 'very high' category compared to 4% nationally

### GCSE Indicators

	All	Male	Female
Basics 5+	20%	16%	23%
Basics 4+	39%	33%	44%
English Language 5+	38%	34%	43%
Maths 5+	28%	23%	32%

- Males predicted to fall significantly behind females in attainment
- Maths will fall significantly behind English in attainment
- **Greater emphasis will be needed on developing skills at KS3 in order to improve GCSE attainment.**



## Intervention Groupings

<b>Grouping</b>	<b>Explanation</b> <i>(see appendix for further detail)</i>	<b>Numbers of students</b> <i>(note: some students fit into 2 categories)</i>
<b>Verbal Deficit Children</b>	Students whose potential may be hidden by language barriers	17
<b>Masked Children</b>	Students who hide a lack of understanding through the ability to talk well	20
<b>Maths Seesaw Children</b>	Students who might find it easier to work with either concrete resources or abstract concepts	42
<b>Fuel and Fly Children</b>	Students who have very high scores and need further challenge.	0

## Next steps:

- NHU to ensure that all relevant data is on SIMs so that staff can access through their marksheets
- JHA to provide staff training on how to use CAT4 data to improve classroom practice
- HMA to work on devising a strategy to support 'maths seesaw' students across the curriculum
- Flash academy to continue to be used for EAL students (KBR)