

Catch-Up 2018/2019



The literacy and numeracy catch-up premium gives state-funded schools additional funding to support specific Year 7 pupils who did not achieve the expected standard in reading and or maths at the end of Key Stage 2. It is for individual schools to decide how to allocate this additional funding to best ensure that each pupil makes excellent progress in their learning.

For the academic year 2018-2019 Callington Community College received £15,037 in catch-up funding.

English

There were 56 pupils who hadn't met the required standard for reading in 2018. The required standard is measured by KS2 reading test outcome where a score of below 100 is considered to be below the national standard. Of these pupils 29 had scores which were not significantly different to national expectation with reading outcomes no more than 4 points lower than the national standard. The remaining pupils were identified as having reading ages significantly lower than their chronological age. This equates to 15% of the incoming Year 7 cohort in 2018-2019.

Strategies deployed to accelerate progress:

- Use of Catch Up® Literacy one to one programme to support accelerated progress for the most vulnerable readers.
- Introduction of DEAR (Drop Everything and Read) for Year 7
- Launch of the College library
- Accelerated Reader programme
- Word of the Week (via the College newsletter – the Callington Voice)
- Raising awareness of reading programmes with all staff to develop cross curricular reading opportunities
- Deployment of English ambassadors to ensure reading is viewed as a positive way by all students

Outcomes:

- Impact of Catch Up® Literacy as measured by GRT3b test indicates improved reading ages across this group. The average reading age gain was 32 months.
- Increased confidence in targeted pupils leading to more active involvement in lessons and engagement in conversations about books and reading.

Maths

There were 57 pupils who hadn't met the required standard for mathematics on 2018. As in reading the required standard is measured by KS2 outcomes where a score of below 100 is considered to be below the national standard. Of these pupils 30 had scores that were not significantly different to national expectation with mathematics outcomes no more than 4 points lower than the national standard. The remaining pupils were identified as having scaled scores significantly below the national standard in 2018.

Strategies deployed to accelerate progress:

- Deployment of HLTA to support students directly through additional support in lessons or via one-to-one.
- Use of the SPARX programme across Year 7 to promote an intellectual curiosity for Maths.
- Introduction of Show My Homework

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- Raising awareness of mathematics programmes with all staff to develop cross curricular opportunities
- Use of Numeracy Ninjas via Tutor Time
- Regular monitoring through use of internal assessments
- Groupings of students by prior attainment to ensure access to appropriate curriculum

Outcomes:

- Increased mathematical confidence for target pupils
- The need for more focused intervention identified for a number of pupils going into Year 8

The funding allocation for 2019/20 is slightly below that for the previous year due to a smaller Year 7 cohort and therefore fewer students who did not meet the national standard in reading and or maths. Provision for 2019/20 will build on the successes in 2018/19 and will aim to provide a co-ordinated strategy that improves the support and provision available within and beyond the pupils regular lessons.

Accountability for delivery of catch up strategies will be held by the appropriate Head of Department with strategic oversight provided by the Vice Principal. A detailed plan for appropriate deployment of this additional resource will be designed to maximise impact for all identified pupils. This page will be updated when the 2019/20 plan is available for publication.