



2018-19 Below Expected Standard in English & Maths Catch-Up Report

The Catch-Up Premium provides schools with additional DfE funding to support Year 7 students who arrive at secondary school having not made expected standards in reading and/or maths at the end of KS2. The grant is in addition to the main school budget and used to help students 'catch-up':

- To increase the progress of identified students
- To ensure that their attainment is, at least, in line with their peers
- To support the transition of identified students through to their secondary phase.

At Walthamstow Academy, Catch-Up Funding is used to help to provide a dedicated Intervention teachers, to work with small groups of students in interventions, in literacy. In addition, the academy targets those students who are below expected standard in Maths through the use of Hegarty Maths.

Students were tested for their Reading Age in June 2018, before arriving at Walthamstow Academy. We then identified the most vulnerable readers in the year group and targeted these students for intervention using the Hackney Learning Trust Literacy Programme and Lexia. To date, 24 Year 7 students have been targeted for these interventions.

Year 7 Catch Up Funding Allocation 2018-19

The total funding allocated for 2018-19 is **£7,039**. Funding has been allocated as outlined in the below table:

	Time / Details	Staff
Student Intervention group	12 hours per week	Teacher
Hackney Learning Trust	Literacy programme based on developing core skills used in Student Intervention group.	
Lexia Subscription	Differentiated literacy intervention. Used to improve the progress of identified students.	LSA support with Lexia
Hegarty Maths	Used to set H/W across Year 7 – specific after school groups set up for those struggling to access either the software or the content.	

Activities

- Withdrawal from additional language lessons for small group / one to one literacy sessions
- One extra session of literacy per week for targeted students with more regular Reading Age tests
- Hegarty maths support
- Phonics based study through Lexia in The Sanctuary after school.

Tracking and Intervention

Data is taken from NGRT Reading Ages, from the Hackney Literacy Trust and from Hegarty Maths and is used to analyse the standard of the provision.

- Tutor Reading: Reading occurs in tutor time once a week for all students. In Year 7 students have a class reader which tutors take them through.
- Buddy Reading: Vulnerable readers also benefit from Buddy Readers in Tutor Time with students from different year groups paired up with vulnerable readers in order to practice their core literacy skills.
- Literacy in Lessons: We will train all staff on literacy best practice, including how to effectively read text in class together and how to improve student's literacy skills. This whole school approach will increase the impact of effect of the work that the English department doing on reading and literacy.

Impact of Intervention 2018-19

Early data indicates that, in terms of Reading Ages:

- Students have made an average of 2 years progress (in Year 7) in the 12 weeks that they were in intervention for (between October and February).

The data will obviously be analysed further over the remainder of the year but initial statistics are positive.

Year 7 Catch Up Funding Allocation 2017-18

Total Funding Allocated in 2017-18 **£7,079**

Funding was spent on the following interventions in 2017-18:

- Lexia
- Hegarty Maths
- Specific LSAs to work with vulnerable readers
- Targeted intervention in both English and Maths lessons with significantly smaller bottom sets

Impact of Intervention 2017-18

Over the course of 2017-18 45% of those students who were vulnerable readers made significant improvements in their Reading Age (more than 12 months). The remaining vulnerable readers however did not make progress and these students have been subsequently attached to Student Intervention groups for this year.

Those students that had a Reading Age of two years below their chronological age fared significantly better in 2017-18 with Reading Ages across this cohort improving by an average of 10 months across the year. The majority of students in this group therefore moved from having a Reading Age over two years below their chronological age to having a Reading Age of one year below their chronological age.