



# Catch Up Funding 2019-20

Ellis Guilford School



## Catch up Funding at Ellis Guilford 2019-20

The literacy and numeracy catch-up premium provides state-funded schools with additional funding to support Year 7 pupils who did not achieve the expected standard in reading or numeracy at the end of key stage 2 (KS2). The criteria for this additional support is a standardised score of less than 100 in either English or Maths. (A standardised score of 100 is considered the indication of a pupil being 'school ready').

It is anticipated that **Ellis Guilford School** will receive approximately **£36,800**, in **2019-20**

KS2 catch-up data 2019-20	All (out of 269)	PP only (Out of 148: 55% of the cohort)	SEND only (out of 53: 20% of the cohort)
Number of pupils who did not achieve at least a score of 100 in reading at KS2	99	60	37
Number of pupils who did not achieve at least a score of 100 in numeracy at KS2	78	55	31
Number of pupils who did not achieve at least 1 score of 100 in reading and numeracy	63	44	26

### Headline Data

#### All pupils

- Over a third (36%) of all pupils in year 7 did not meet the 'school ready' standard for reading in their KS2 assessments.
- Just under a third (30%) of all pupils in year 7 did not meet the 'school ready' standard for numeracy in their KS2 assessments.
- Around a quarter (24%) of all pupils in year 7 did not meet 'school ready' standard for reading and numeracy in their KS2 assessments.

#### PP pupils

- Just under half (41%) of all PP year 7 pupils did not meet the 'school ready' standard for reading in their KS2 assessments.
- Over a third (37%) of all PP pupils in year 7 did not meet the 'school ready' standard for numeracy in their KS2 assessments.
- Just under a third (30%) of all PP pupils in year 7 did not meet the 'school ready' standard for reading and numeracy in their KS2 assessments.

#### SEND pupils

- Over two thirds (70%) of all SEND pupils in year 7 did not meet the 'school ready' standard for reading in their KS2 assessments.
- Just over half (58%) of all SEND pupils in year 7 did not meet the 'school ready' standard for numeracy in their KS2 assessments.
- Around half (49%) of all SEND pupils in year 7 did not meet the 'school ready' standard for reading and numeracy in their KS2 assessments.

## **Objectives for Catch-up Funding**

### **Objective 1: Numeracy –**

To improve the outcomes for all pupils eligible for the additional funding to ensure that they have met age related expectations by the end of Year 7

#### **Strategy: Numeracy Ninjas**

**Rationale:** *Numeracy Ninjas allows pupils to develop their numeracy skills and identifies gaps in pupils' learning, offering appropriate interventions to fill the gaps.*

#### **Strategy: Step-up provision and B<sub>2</sub> Programme** (also applies for literacy)

**Rationale:** *The aim of Step up is to provide a safe and inclusive learning environment, which uses quality first teaching to rapidly improve the progress of SEND pupils working significantly below national curriculum levels. The B<sub>2</sub> assessment programme allows staff to track pupil progress and set appropriate interventions. Further to this the small class sizes in Step-Up allow for the teacher to focus on the needs of individual pupils in order to support them 'catching up' more quickly. A study by the EEF\* indicates that small class sizes improve pupil progress by 3 months.*

(\*see report here <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>)

### **Objective 2: Literacy –**

To improve the outcomes for all pupils eligible for the additional funding to ensure that they have met age related expectations by the end of Year 7

#### **Strategy: Accelerated Reader**

**Rationale:** *Research shows that reading ability is a key factor in academic success. With Accelerated Reader, pupils earn points based on the number of pages they read and their comprehension of those pages. In addition to this the comprehension-based quizzes and STAR tests allow the school to track pupil progress and offer intervention where necessary. .*

*Based on a study by the EEF\* the Accelerated Reader programme can add 3 months to a pupil's progress or add 5 months for pupil premium pupils.*

(\*See report here <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/>)

#### **Strategy: English Speaking Board**

**Rationale:** *The aim of our engagement with the ESB Level 1, Grade 2 is speaking and listening is to improve pupil oracy and confidence. Participating in the programme allows pupils to achieve a qualification in year 7 which not only develops their presentation and speech skills but also their reading skills. Based on studies by the EEF\* oral language interventions can add up to 5 months to a pupil's progress.*

(\*See report here <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/>)

#### **Strategy: DEAR**

**Rationale:** *Drop Everything and Read time focuses on ensuring pupils have allocated time to read throughout the day. Pupils are encouraged to read at the start of each tutor time and every Friday morning, as well as in their allocated Accelerated Reader slot and at home. Through DEAR time tutors are able to model 'what good reading looks like' and support pupils who have lower reading ages (this information is shared with tutors after their first STAR test)*

*We are currently looking at how we can create our own audio books within school to support pupils who struggle with reading independently, so that they can follow the text as it is read to them using their Chromebooks.*

### Strategy: Parent Reading Surgery

**Rationale:** Whilst many parents are supportive of our pupils they have not necessarily interfaced with the AR platform before. Therefore, the aim of a Parent Reading Surgery is to give parents the key resources to access the Accelerated Reader Platform so that they can support their child further, with their reading at home. In addition to this, staff are available at the session to explain and demonstrate the AR platform as well as sharing top tips through our Parental Reading Support guide, created this year. Based on a study by the EEF\* parental engagement of this sort enhances pupil progress by 3 months.

(\*See report here <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/>)

### Strategy: Buzz Books

**Rationale:** Partaking in the Buzz Books Scheme by BookTrust ensures that every child is provided with their own book from a choice of 17 titles that have been selected this year. These books are quizzable on our AR scheme and also help engage pupils in reading as they have received a 'gift' at the very start of their time at the school. (<https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/bookbuzz/pupils/bookbuzz-books/>)

### Strategy: Ruth Miskin Phonics/ Reading intervention

**Rationale:** For many of our catch-up pupils they are unable to read due to gaps in their knowledge or their fluency is stilted. Therefore, the phonics programme supports them in developing their understanding and ability to recognise and in turn read sounds. Based on a study by the EEF\* phonics interventions improve a pupil's progress by 4 months. (\*see report here <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/>)

### Strategy: Inference groups

**Rationale:** The use of inference groups allows a group of 5-6 pupils to develop their skills with trained TA support. This intervention is particularly effective with pupils who are closer to the standard KS2 reading score. Based on a study by the EEF\* small group intervention has an impact of plus 3 months on pupil progress. (\*See report here <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>)

### Strategy: Reading buddy programme

**Rationale:** The aim of this intervention is to support pupils who achieve below the KS2 standard for reading by pairing them up with a strong reader from their year or year 8 during their DEAR time. This will ensure good reading is modelled to pupils, as well as opportunities to share their thoughts and feelings on the books they read. Based on study by the EEF\* collaborative learning and Peer tutoring have an impact of plus 5 months to pupil progress. (\*see report here <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/>)

## Strategies Costings and Milestones

Literacy specific interventions cost and impact measures				
Strategy	Target group	Cost	Success Criteria	Evaluation
Accelerated reader	All catch up pupils	£6,498 (programme, licences and training)	<ul style="list-style-type: none"> <li>STAR tests will show improvement over time</li> <li>Pupils will be access</li> <li>Teachers will have had training so that they can identify gaps in reading skills and offer appropriate intervention during AR</li> <li>Pupil voice will indicate more confidence around reading</li> <li>KS3 assessment will indicate improvement in reading skills</li> </ul>	<ul style="list-style-type: none"> <li>78% Catch up English students made progress between Star Test 1 and Star Test 2</li> <li>The average student has made 5 and a half months progress between the two tests</li> <li>60% of catch up students made more than expected progress (+5 months) between the two tests (3 months apart)</li> <li>Pupil voice indicated: -45% students really enjoy AR and 43% of students like lessons. Only 11% students dislike AR lessons -71% of students find reading easier now/ are more confident</li> </ul>
English Speaking Board Level 1, Grade 2 Speaking qualification	All catch up pupils	£8,000 (external grant applied for)	<ul style="list-style-type: none"> <li>All pupils in year 7 will complete the ESB qualification</li> <li>Pupil voice will indicate improved oracy and literacy skills</li> <li>KS3 assessments will indicate improvement in literacy</li> </ul>	<p>This qualification was cancelled due to Covid-19 however, many students engaged with the planning and preparation for this before hand.</p> <ul style="list-style-type: none"> <li>Pupil voice indicated that 83% of students relished the opportunity to work on their speaking and listening as part of the ESB qualification</li> </ul>
DEAR	All Catch up Pupils		<ul style="list-style-type: none"> <li>All pupils will be engaged in reading at the start of tutor and in their DEAR session on a Friday</li> </ul>	<ul style="list-style-type: none"> <li>Regular logging of missing DEAR books and the provision of Book Buzz books</li> </ul>

			<ul style="list-style-type: none"><li>Pupil reading ages will improve via the STAR tests</li></ul>	<p>ensured the majority of students were reading during DEAR time</p> <ul style="list-style-type: none"><li>1,371 quizzes were taken and of these 1,103 quizzes were passed demonstrating increased pupil engagement with reading</li></ul> <p>As above</p> <ul style="list-style-type: none"><li>60% of catch up students made more than expected progress (+5 months) between the two tests (3 months apart)</li></ul>									
Parent Surgery as part of year 7 parents' evening	All Catch up Pupils	£50 for printing of parent booklet and AR parent access letters	<ul style="list-style-type: none"><li>Parents will receive a booklet to support them with their child's literacy</li><li>Parents will be engaging with the AR parent</li><li>Parent voice will suggest parents feel supported with regards to literacy</li></ul>	<ul style="list-style-type: none"><li>Surgery took place on parents evening with Associate Vice Principal.</li><li>Parents issued with booklets .</li></ul>									
Buzz Books	All catch up Pupils	£800	<ul style="list-style-type: none"><li>All pupils will have a free book that they have chosen which they can use in their AR lessons and tutor time</li><li>Postcard competition linked to Book Buzz will indicate pupil engagement with their free books.</li><li>STAR Tests will indicate pupil reading ages have improved.</li></ul>	<ul style="list-style-type: none"><li>All students in year 7 received a free book</li><li>32 students submitted entries for post card competition.</li><li>Pupil voice indicated 93% of pupils were pleased to receive their Book Buzz book</li></ul>									
<b>Reading Intervention:</b> Ruth Miskin phonics training and Rapid Reding	SEND Catch up pupils (through Step up- 24 pupils in total)	No cost	<ul style="list-style-type: none"><li>Training provided to staff</li><li>Staff deliver phonics as part of English curriculum for Step Up Pupils</li><li>Improvement in reading ages</li><li>Pupil voice</li><li>KS3 assessments for reading</li></ul>	<ul style="list-style-type: none"><li>Reading intervention across 4 groups with 24 students targeted</li></ul> <table><tr><td>Year</td><td>Group</td><td>Average progress reading</td></tr><tr><td>7</td><td>7X6</td><td>10.75 months</td></tr><tr><td>7</td><td>7Y6</td><td>14.82 months</td></tr></table>	Year	Group	Average progress reading	7	7X6	10.75 months	7	7Y6	14.82 months
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<b>Reading buddy programme</b>	Pupils with a reading age of 85-95 (53 pupils)		<ul style="list-style-type: none"> <li>STAR tests will show improvement in pupils' reading ages.</li> <li>Pupil voice will demonstrate reader confidence.</li> </ul>	<p>Did not start due to covid-19</p> <p>Had planned to start after the examination series</p>
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Numeracy specific interventions cost and impact measures				
Strategy	Target group	Cost	Success Criteria	Evaluation
Numeracy Ninjas	All catch up pupils	£1584 (printing of booklets)	<ul style="list-style-type: none"> <li>Gaps in numeracy skills will be identified</li> <li>Pupils will receive appropriate interventions to support 'Gap' fill</li> <li>KS3 data will indicate an improvement in basic numeracy skills</li> </ul>	Where students complete numeracy ninjas to a high standard there is progress, however this requires someone to provide the correct interventions at a small group level

Interventions for both numeracy and literacy cost and impact measures				
Strategy	Target group	Cost	Success Criteria	Evaluation
Step up Provision: Trained members of staff to deliver differentiated literacy and numeracy lessons	24 SEND pupils in year 7	3 x Level 4 staff members: £96,000 (£32,000x3)  1x Level 5 staff member: £36,000	<ul style="list-style-type: none"> <li>Key worker meetings indicate pupil confidence in subjects has improved.</li> <li>Pupils will make progress as indicated by the B<sub>2</sub> programme</li> </ul>	Students have made progress identified through B squared which is now in line with whole school recording system. Key worker meetings have supported relationships with parents. Progress can be monitored in much smaller steps and work is personalised for individual students.
Step Up Provision: B <sub>2</sub> Programme Set up, licenses and training	24 SEND pupils in year 7	£2,500 per year		

