

The Impact of Catch-Up Funding on Educational Attainment and Progress

The following report is written to provide information to parents and other stakeholders about the impact of the Catch-up funding on the academic attainment of those students who entered the Academy in Year 7 below National Standard in Reading, Maths or both. In 2019/2020, the Academy received £21,500.

Impact of the Catch-up money on academic attainment:

(figure in brackets = % of overall cohort)

	2019-20		2018-19		2017-18	
	Start of year	End of year	Start of year	End of year	Start of year	End of year
Students not at National Standard (NS) in both	63 (19%)	N/A	72 (25%)	36 (12%)	79 (27%)	67 (23%)
Students not at NS solely in reading	37 (11%)	N/A	34 (12%)	9 (3%)	36 (12%)	19 (6%)
Students not at NS solely in maths	23 (7%)	N/A	21 (7%)	27 (9%)	24 (8%)	11 (4%)
Total catch up students	123 (38%)	N/A	127 (43%)	74 (26%)	139 (47%)	97 (33%)

Summary:

- In 2017-18, **42/139** catch up students were judged as being at National Standard by the end of Year 7. **30%** of catch up students were successfully brought up to National Standard.
- In 2018-19, **46/127** catch up students were judged as being National Standard by the end of Year 7. **36%** of catch up students were successfully brought up to National Standard, representing a **6%** increase on the previous year.
- In 2019-20, the loss of face to face teaching hours and the closure of the Academy in March 2020 due to Covid-19 made it impossible to assess whether catch up students were at National Standard due to the strategies implemented at Forge.

Context:

- End-of-year State of the Nation meetings explore the impact of intervention strategies, classroom teaching and schemes of work.
- Regular meetings and communication are held to prioritise students that have a greater chance of achieving National Standard.
- Flying Start classes (an additionally timetabled 3 hours of literacy/reading skills a week) have reworked schemes and more focus on specific Assessment Objective (AO) strands and key skills that are more heavily weighted. This has led to much increased chances of success in improving reading skills up to National Standard. Work booklets have been designed to replicate question types found in KS2 exam paper and focus on repeated practice of skills.
- In maths, new style assessments mirror KS2 tests more closely to create a better evidential base for comparison/measurement. More focused intervention and assessments in both departments led to success in converting students who were not at National Standard in both subjects at the start of the year.
- Both English and maths departments are using online provision with licences purchased for catch up students to enable targeted provision (Accelerated Reader, Literacy Planet, Hegarty Maths)
- An ongoing 'repeated reading' programme for year 7/8 PP students. In 2018-2019, 90 % of the targeted students increased their reading ages - boys by an average of 12 months and girls by 13.5 months - over the 6 month period.
- LSA/TA staff given training in literacy and reading skills to enable 1-2-1/small group sessions to focus on reading strategies.

- Cross-curricular approach to reading and vocabulary being developed through SLT Literacy coordinator to focus on repeated reading of key subject specific information to improve fluency, understanding and vocabulary usage.