

### Total Catch Up Funding

The funding for 2017-18 was £11,126

### Cohort Information

In 2017-18:

- 26 students joined Y7 with a KS2 Maths scaled score lower than 100
- 30 students joined Y7 with a KS2 Reading scaled score lower than 100

### Review of Catch Up Strategies

#### Numeracy

Catch up funding has been used to provide resources for 1:1 numeracy intervention programmes run by our maths NQT with support from the Maths department. Intervention workbooks have also been funded from this money for lower sets in year 7 and year 8. There are weekly skills checks in year 7 and 8 and these students have registered with Numeracy Ninjas. Students complete a skills test in their lessons and their Ninja score from the test corresponds to a particular colour Ninja Belt. Catch-up funding pays for rewards for student progress in the skills test.

#### Literacy

Catch up funding was used to staff and resource the following strategies:

#### Read Write Inc. Fresh Start

Fresh Start teaches students to read accurately and fluently with good comprehension. It teaches them to spell correctly and compose their ideas for writing step-by-step. Students experience success from the very beginning. Lively stories and non-fiction texts are both age appropriate and closely matched to their increasing knowledge of phonics and 'tricky' words and as students re-read the texts, their fluency increases. Sessions were led by HLTAs during timetabled MFL sessions.

Students write every day, rehearsing out loud what they want to write, using their knowledge of the alphabetic code and the 'tricky' words they have learnt. They learn to write compositions based on their own experiences and ideas from the story, drawing upon new vocabulary and grammar. **This was evidenced by an average reading age increase of 1.69 years from September to April and an average KS2 Spelling score increase of 7.08 for the same period**

#### Metacognitive Reading

Metacognitive Reading uses the following structure to develop students' comprehension and vocabulary development.

1. Students with below average reading scores were enrolled on our metacognitive reading programme. Introduction – hook students with picture/video/unusual question linked to text.
2. Direct Vocabulary Instruction using words from text – e.g. synonym/antonym webs
3. Read text – as class at first then independently
4. Summarise text using Card Pyramid and then transferring information into a 100 word written summary.
5. Answer questions on text.

On average each intervention group recorded a 14.25% increase in their post intervention comprehension and vocabulary assessment scores

#### Speed Up Handwriting

Speed Up is a tried-and-tested programme for students whose handwriting is slow, illegible or lacking in fluency. The 'Speed Up' programme is based on a range of exercises and fun activities without the use of traditional pen and paper. This programme has helped our students make excellent progress and achieve excellent exam results.