

## **Year 7 Catch up Funding 2020-2021 and Report for 2019-20**

### **Manor CE Academy**

#### **Use of the Year 7 Catch-up funding**

Introduction – What is the Year 7 Catch up Funding?

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in English or Maths at the end of key stage 2 (KS2). The expected standard is a standardized score of 100 or more in the KS2 tests at the end of Primary School.

In 2019 - 2020 the allocation of funding was £500 for each student in the Academy who did not meet the expected standard at key stage 2. Based on this Manor CE Academy received £13,500 (27 students below the expected standard in English **and** Maths).

As an Academy we use a range of strategies to support our students who arrive with us below the expected standard. As well as the KS2 data we also assess the students to inform the extra provision they receive and support requirements alongside possible intervention strategies.

#### **Provision Details**

##### CATs Testing

All students who attend Manor complete a Cognitive Ability Test (CAT 4). This type of testing pinpoints strategies that would be more useful for individual students. It also allows us to look at discrepancies and potential underlying reasons for previous underachievement.

##### Reading Assessments

Initial Reading Assessments are carried out within the first few weeks of term in September on all students who are highlighted either by their Primary School, through the Academy's CATs testing or by their lower KS2 performance. These tests indicate which interventions could be more useful moving forward and often highlight previously undiagnosed specific learning difficulties (SpLDs) such as Dyslexia.

##### Supported Forms

Using all available data the students who are in need of support are grouped together to allow additional support from a TA in some form times and lessons – not just in English and Maths. This will often be to support Literacy and make the lessons more accessible

##### Form time support for reading

Any student who has a standardised score of 85 or less from specialist screening tests, alongside those still not meeting the expected standard at KS2 will be offered additional Literacy support which may include form time reading, additional literacy support with access to specialised software to use at home and in school. Progression will be tracked until the students reaches secondary reading age.

##### SPLD support (Dyslexia)

Some students with dyslexia are also invited to join a specific learning difficulty group twice a week instead of doing MFL. Different strategies and programmes are used in these sessions, such as -

Dyslexia Stile trays, Toe by Toe, Alpha to Omega, guided reading (using Totem and Talisman books for example), spelling lists and tests, mnemonics, dictation etc. This support is only suitable for students with a specific learning difficulty.

#### Bespoke testing

As teaching staff and teaching assistants become acquainted with the students, they will flag up any concerns and where the SENCO feels it is appropriate further assessments are carried out with them including WIAT word reading, WIAT comprehension, dyslexia portfolio, hand writing speed, spelling -depending on what issue has been flagged up. This will then inform further support and intervention strategies.

#### Complex individual support

All Manor students are mainstream students, those with complex needs are supported in lessons with friends and peers. Particular need will be supported by extraction work where appropriate, especially in Maths and English

#### Additional sets in English and Maths

Additional sets in English and Maths are in place across year 7 and followed through into year 8. This enables a highly differentiated specialised teaching methodology to be delivered, allowing every student to access the curriculum.

#### **Impact of Funding Use**

The percentage of students receiving catch up funding judged to be secure in Age Related Expectations for English by the end of Year 7 was 28% (14 students in cohort) and in Maths the figure was 22% (16 students). The combine figure was 48% (14 students in cohort). This will continue to rise throughout the Key Stage as further, non-funded intervention and support strategies are put in place.

	Summer – Y6	March – Y7
Year 7 Catch Up Students	0%	26%

Since the removal of levels it means there is no ‘set standard’ for students to achieve by the end of Year 7 or the Key Stage. The distinction as to whether or not a student is meeting age related expectation is set by the Academy. In light of this, as an Academy we are confident that our students are all making progress in line with our expectations from their starting point on entry to the Academy. We are also confident that the relevant intervention strategies are in place, with our weakest students receiving much greater support.

It should also be noted that the challenges of failing to meet the expected standard in Year 6 cannot always be addressed in Year 7 through the limited funding of Catch-up, and the subsequent costs associated with ensuring students’ progress are met by the Academy.

In addition, the impact of school closures due to Covid-19 in March had a significant effect on the impact of the funding. We were only able to assess up to March 2020, when schools closed and therefore the full year of intervention did not have chance to take hold.