

Catch Up Fund 2019/20

Catch Up Funding received: £12,847

Catch Up Expenditure: £18,956.83

Outline of Expenditure:

Carry-over of expenditure - computers for Learning Support £14,978.55

LEXIA £2,303.28

First Group Enterprises – Ihub £275

Staffing £1400

Total = -£6,109.83

Targeted online resources form a significant part of the Learning Support delivery. An upgrade in computers has enabled more efficient programme delivery of LEXIA and Ihub. In addition it has created greater opportunities for Google Classroom based study as well as allowing assistive technology for those in need of such adjustments.

The impact of the Catch Up support outlined below is to be seen in light of the disruption to learning due to the COVID pandemic. The school used its best endeavours to counter any struggles students and parents may have experienced in accessing online learning. The use of LEXIA and Ihub was a consistent area of support for students and was monitored closely. Additional support was provided to access these resources where there were difficulties.

Catch Up Targeted Support

Students identified as achieving below the KS2 SATS thresholds (100) in writing, reading, spelling and numeracy were offered a place to support their needs based on the depth of need.

Step Up and Small Group English Classes

For those with the greatest level of need students followed Learning Support literacy classes in place of mainstream lessons. These classes are taught by specialist teachers. These students were taught their English lessons in Learning Support (for Year 7 only). They also dropped their modern foreign language and followed our Step Up

programme. The online LEXIA and Ihub programmes formed part of the curriculum.

Short term interventions.

For those students with a lesser degree of need, but still requiring catch up support, form time or short term interventions were allocated. These were either form time LEXIA, form time Numeracy Ninjas or a 6 week targeted spelling and grammar intervention.

Form time LEXIA

Students working in the Lexia intervention spent three form times per week (in total one hour per week) accessing the Lexia Core 5 computer programme. This programme supports basic rules of spelling and allows students to develop their reading comprehension skills through a variety of reading exercises, puzzles, sorting and letter swap exercises. The Lexia programme automatically finds gaps in students' literacy skills and offers short lessons to help students close these gaps and improve their literacy ability.

Numeracy Ninjas: October - March

Students working in the Numeracy Ninjas intervention spent three form times per week (one hour per week in total). During two of these sessions, students were given a mix of mathematical problems to complete in ten minutes. At the end of the ten minutes students marked their answers with support. The third session was used to give further instruction on any skills identified after the first two sessions.

Catch Up Literacy: October - March

Students were offered a place if they had achieved below the KS2 SATS thresholds (100) in SPAG. Their English teachers were consulted on progress made to date and those with the greatest level of need identified. These were offered a short term module to revise the basics of spelling, punctuation and grammar 'in context'. Thus students were also introduced to range of fiction and non-fiction texts from different historical periods that support the type of texts encountered throughout English studies.

Impact of Small Group English and Step Up classes:

On average, students taking part in these lessons increased their reading ability by 28 months between November and June (an eight month time frame), and improved spelling ability by 32 months during the same period. On average, good student participation in this intervention showed greater gains. Online engagement continued for the full academic year.

Impact of form time Numeracy Ninjas sessions:

On average, students attending the form time Numeracy Ninjas sessions increased their score rates from 23.4% to 45.2%. These sessions ran from November until March.