

Report on the Impact of Year 7 Catch-up Funding

At Our Lady's Catholic College our ambition is for students in year 7 who start in secondary school below their age-related expectation to achieve at least as well as other students nationally. Year 7 Catch-Up funding at our Lady's has been to target those children who did not achieve an average key stage 2 score of 99 or above. This was 49 students from a cohort of 180. The Year 7 Catch-up funding for 2019-20 was £24320.

Objectives

The specific aim of 2019-20 was to identify barriers to learning and improve overall progress in English and maths in order to support them moving forward towards the floor standard score of 100.

Summary of actions

General

All year 7 students completed NGRT New Group Reading Tests and CAT Cognitive Ability tests in the opening weeks of September 2019 this established accurate reading ages so further intervention or support could be implemented as well as alternative baseline benchmarks in their Quantitative, Non-verbal and verbal ability.

English

Bedrock was used to develop vocabulary in English lessons and regular homework tasks were set using Bedrock. Students were doing the recommended amount of Bedrock which is 2 lessons per week. Supervised technology facilities were made available to students after school who did not have appropriate access at home.

Explicit vocabulary teaching of tier 3 vocabulary that was pertinent for that particular unit of work was introduced.

Age appropriate reading books were purchased which offered a suitably challenging text covering a range of diverse material. Students read, StoneCold, Refugee Boy and Treasure Island

Class readers strategy was used, where English staff read a novel for the first 10 minutes of each lesson - these were meant to be more challenging (eg. Oliver Twist, Woman in Black) and were used to demonstrate good reading skills etc.

Maths

Times Tables Rockstars were purchased in maths to develop numerical speed and fluency.

Hegarty Maths supported additional learning and practice at home.

Differentiated scheme of learning in maths specifically focused on students who have not mastered enough of the primary maths curriculum.

Impact

Indicative interim tracking data from whole school monitoring data showed that improvements were being made with the target group, however, lockdown and the absence of full summative assessment has prevented us from being able to quantify this progress more precisely.

DC November 2020