



## Trinity School

### Year 7 Catch-Up Funding Impact Statement 2017 – 2018

The Year 7 Catch-Up Funding is a government initiative that provides additional funding designed to target resources on those students who have not achieved a scaled score of 100 – the expected standard at the end of Year 6 - in Reading and/or Maths. Last year the Department for Education (DfE) provided us with an additional £500 per student so that we can deliver extra support to help these students to “catch up” and we received approximately £18,274 in Catch-Up Funding.

Details of how Trinity School used this funding to support these students and increase their success are outlined below, along with the impact of each initiative.

Initiative	Strategy	Estimated impact and lessons learned
Catch Up Reading	Use of Learning Support Assistant time to deliver catch up reading programme to students	<b>Very Good</b> 37 students with low standard attainment scores undertook catch-up reading, with an additional 13 students identified internally also benefitting. Of the 37 students, reading improved by an average of 12 months, with some making significantly greater gains. Comprehension improved, on average, by 7 months and, as a by-product of the reading, spelling by 2.5 months. The improvements in confidence and comprehension impacts across all subject areas, enabling students to develop more fully in class. A small number of students made limited, or negative progress; whilst reasons are known, more detailed tracking in future should enable an early change of intervention to benefit that student.
IDL and small group interventions	Use of literacy programme in Learning Support to improve spellings	<b>Very Good</b> 11 students worked through this programme, making an average reading age gain of 14 months whilst comprehension improved by almost 5.6 months and spelling by 2.4 months. 1 student refused to take the assessments. This programme impacted upon the benefit students attained from the catch-up reading programme in addition to building confidence in accessing textual support materials in class.
Sound Training in Reading	External provider to deliver phonics and spelling training	<b>Good</b> The average reading age gain was 8.5 months for this year’s cohort, with 11 out of the 19 students making solid improvements and 4 making substantial gains. Before committing to this in the next academic year, we will check progress of the students who participated in their first Year 8 interim to see if there has been a lasting impact.
Accelerated Reader (AR) programme	Use of library staff to deliver AR programme	<b>Good</b> The average increase for the 7 months October to May last year was 7 months to an average reading age of 11years 9 months. Girls outperformed boys where there was lower prior attainment. All sets except one made gains in line with our intended impact.
Year 7 One to One	Use of qualified staff to deliver 12 week One to One Maths and/or English to students. Tweaks to ensure productive targets for greater impact.	<b>Medium</b> Test evidence and teacher feedback shows that there was a short term impact on students understanding of the targeted topics taught. English intervention was more successful than maths with 5% of students out of tolerance at the end of the year, 3% below the school average of 8%.

Improvement of problem solving skills in Maths	CPD on problem solving for member of maths team. Resources bought/created and shared.	<p><b>Low</b></p> <p>The CPD attended by the key member of staff was not as advertised so this initiative was adapted during the year in light of this and Maths have included problem solving as part of their SOW instead.</p>
Extension of CPD for maths teachers	Wider dissemination to maths teachers teaching LA classes from course attended by TLR holder last year	<p><b>Low</b></p> <p>The training for maths teachers was not sustained so did not have the intended impact. The training was more appropriate for one to one catch up sessions in LS than whole class teaching for groups with low prior attainment. Year 7 data for Maths shows that there are a higher proportion of students out of tolerance in maths than other subjects</p>