

Literacy and Numeracy 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 reading or mathematics at the end of key stage 2 (KS2). Compass School Southwark used this money to facilitate a range of intervention programmes and to staff small-scale intervention groups to allow these students to make accelerated progress in these areas.

Impact Headlines

71% of pupils made expected or higher than expected progress in English

41% of pupils made expected or higher than expected progress in Maths

All students who made lower or much lower than expected progress to included in Covid-19 Catch-Up Plan and to be assessed for suitability for Key Skills provision.

Literacy Catch-Up Students:16

Numeracy Catch-Up Students:16

Projected Catch-Up Budget 2019/20 - **£17568**

Literacy Catch Up – intended spend 2019/20

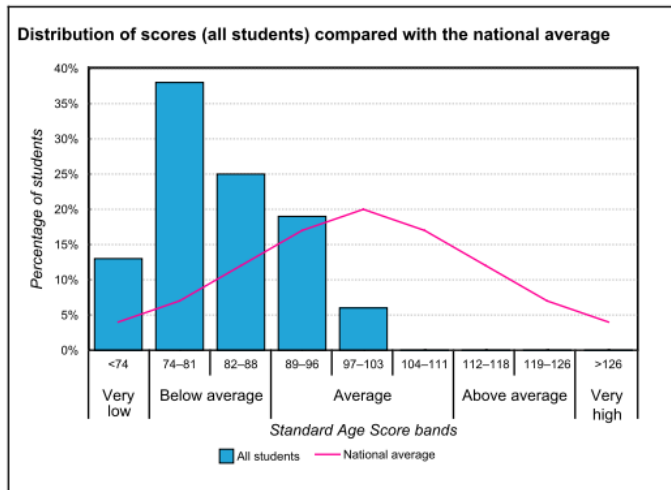
| Action/Intervention | Cost | Intended outcome | How this will be evaluated | Evaluation (September 2020) |
|---------------------------|------|--|--|---|
| IXL subscription (1 year) | £150 | To create a bespoke literacy intervention mastery programme for all catch-up students. Students to complete modules assigned at the beginning of each half-term | Completion report created by IXL to be generated at end of each half-term | Impact not as high as expected. 3 of 16 students who engaged mastered some of the key topics stated. These students all made higher or much higher than expected progress in their progress tests. Programme and approach to be repackaged as part of whole school intervention strategy to target students who did not make expected progress. |
| GL Assessment programme | £300 | To provide targeted report for each catch-up student – used to inform teaching of key literacy components and IXL curriculum pathway | Year 7 students to complete baseline assessments at beginning of HT1 and end of HT6 to identify progress against key literacy areas. Individual reports created and shared with relevant stakeholders. | Individual plans created and shared with staff. Baseline data compared with FFT data identified some discrepancies. Data has now been combined with CAT4 data to provide comprehensive pupil profiles to be communicated with staff. |
| Key Skills staffing | | Small-group support for targeted catch-up students to ensure more rapid progress. | Key Skills lessons will fall under QA of teaching as set out in Teaching and Learning policy. | All Key Skills staff trained in use of functional skills resources. Provision was hugely disrupted by Covid-19 lockdown and was not able to demonstrate a positive impact. 4 students who made lower than or much lower than expected progress to be evaluated for entry into 2020 Key Skills groups. |

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|---|------|--|--|--|
| Key Skills teaching resources | £300 | Teaching resources focused on core literacy components to supplement in-lesson teaching. Focused on students being able to spell most common frequency words accurately and become more fluent, independent readers. | Progress measured by GL assessment and literacy assessment data | Progress data delayed until Term 1 2020. Entry for functional skills qualifications delayed by lockdown. |
| Lexia intervention (equipment, licence, staffing) | £500 | Students to make accelerated progress towards reading and understanding age-appropriate texts. | Termly reports on Lexia progress generated by AMA to measure progress and identify ongoing areas of need. | From initial placement, 3 students progressed to working at intermediate level prior to lockdown. Although this number is not high, 5 further students were one level (roughly two weeks' work) from improving to intermediate standard. |
| Year 7 LFT reading books | £150 | Students bought a reading book to facilitate challenge and group reading. Part of programme to accelerate pupil progress towards reading at appropriate age level. | Literacy Assessment Online programme (bi-annual testing). | Learning walks and QA demonstrate that 100% of LFTs are reading age-appropriate book using reading approaches set out in Academic Literacy framework |
| Literacy Assessment Online testing software | £150 | Diagnostic reporting to identify reading/spelling targets for each child. Fed into Key Skills teaching and classroom teaching | Reading and spelling data to be shared with all teaching staff and added to individual action plans. | Catch up students shown to have made above expected progress through this testing (average of +9 months). Teacher marksheets now aligned with this data for easy communication. |
| Numeracy Catch Up | | | | |
| IXL | £150 | To create a bespoke numeracy intervention mastery programme for all catch-up students | Completion report created by IXL to be generated at end of each half-term | See above. Introduction of Hegarty Maths by Maths department will replace the Maths aspect of IXL provision |
| Key Skills staffing | | Small-group support for targeted catch-up students to ensure more rapid progress. | Key Skills lessons will fall under QA of teaching as set out in Teaching and Learning policy. | See above |
| GL Assessment programme | £300 | To provide targeted report for each catch-up student – used to inform teaching of key numeracy components and IXL curriculum pathway | Year 7 students to complete baseline assessments at beginning of HT1 and end of HT6 to identify progress against key numeracy areas. Individual reports created and shared with relevant stakeholders. | See above |

Impact Reporting:

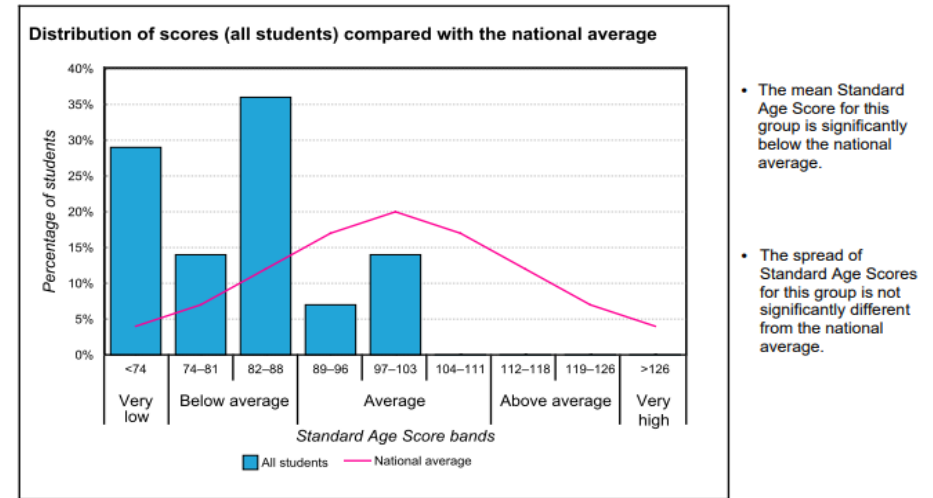
GL English September 2019 baseline data - 16 students

| Description | Very low | Below average | | | Average | | | Above average | | Very high |
|------------------|----------|---------------|-------|-------|---------|---------|---------|---------------|------|-----------|
| SAS bands | <74 | 74-81 | 82-88 | 89-96 | 97-103 | 104-111 | 112-118 | 119-126 | >126 | |
| National average | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% | |
| All students | 13% | 38% | 25% | 19% | 6% | 0% | 0% | 0% | 0% | |



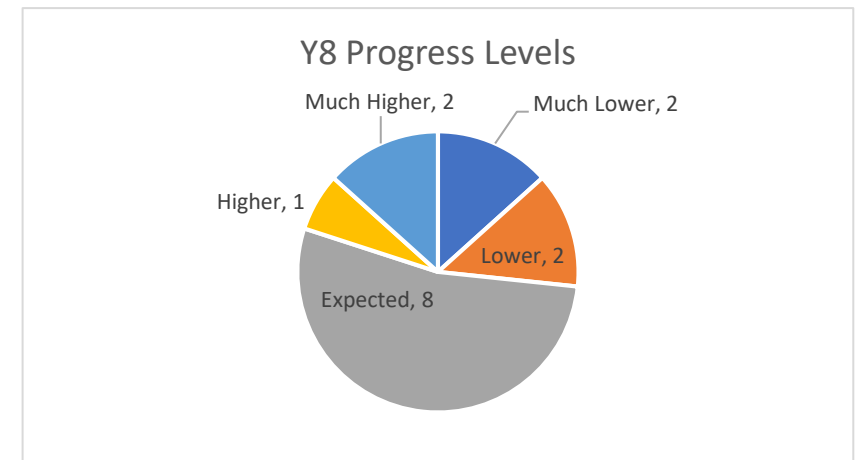
GL Progress test English data – September 2020 – 15 students*

| Description | Very low | Below average | | | Average | | | Above average | | Very high |
|------------------|----------|---------------|-------|-------|---------|---------|---------|---------------|------|-----------|
| SAS bands | <74 | 74-81 | 82-88 | 89-96 | 97-103 | 104-111 | 112-118 | 119-126 | >126 | |
| National average | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% | |
| All students | 29% | 14% | 36% | 7% | 14% | 0% | 0% | 0% | 0% | |



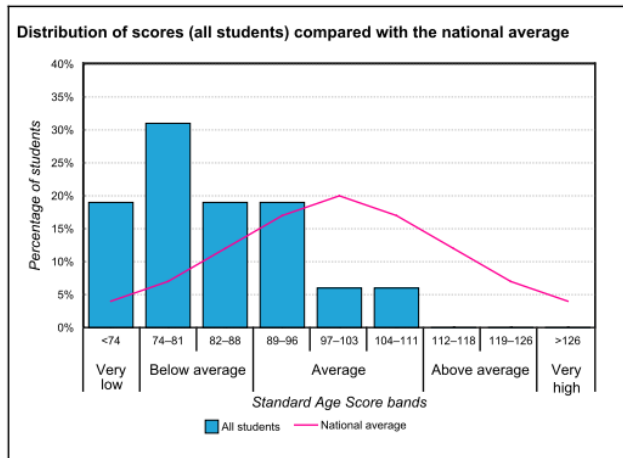
*One student has been persistently absent during re-testing period – to be tested for progress upon return

- The mean standard score in our baseline assessment (beginning of Year 7) was significantly below average.
- The second test shows that 1 student has moved into the middle SAS category (97-103).
- The 82-88 score category has improved by two students
- The very low category has increased by two students. One of these students appears to have answered few questions on the second test so data needs to be triangulated against summative assessment data
- The mean SAS score for the Catch-Up cohort remains significantly below national average.



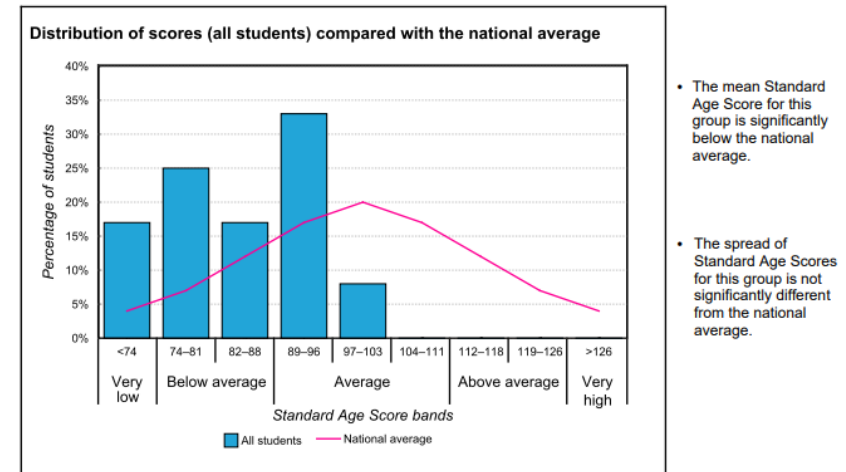
GL baseline assessment data – Maths Sept 2019 – 16 students

| Description | Very low | Below average | | Average | | | Above average | | Very high |
|------------------|----------|---------------|-------|---------|--------|---------|---------------|---------|-----------|
| SAS bands | <74 | 74–81 | 82–88 | 89–96 | 97–103 | 104–111 | 112–118 | 119–126 | >126 |
| National average | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |
| All students | 19% | 31% | 19% | 19% | 6% | 6% | 0% | 0% | 0% |



GL Progress test Maths – September 2020 – 15 students

| Description | Very low | Below average | | Average | | | Above average | | Very high |
|------------------|----------|---------------|-------|---------|--------|---------|---------------|---------|-----------|
| SAS bands | <74 | 74–81 | 82–88 | 89–96 | 97–103 | 104–111 | 112–118 | 119–126 | >126 |
| National average | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% |
| All students | 17% | 25% | 17% | 33% | 8% | 0% | 0% | 0% | 0% |



*One student has been persistently absent during re-testing period – to be tested for progress upon return

- The mean standard score in our baseline assessment (beginning of Year 7) was significantly below average.
- One student has dropped from the 104-111 category
- Approx. 10% increase in students performing in the average category
- Although there does not seem to be a significant shift in the overall performance, it is more important to focus on progress levels. Progress levels for these students will be discussed with subject leads.

