



2019/20 CATCH UP STRATEGY (REVIEWED 2020/21)

This document has been reviewed and updated to reflect the outcomes for the academic year 2019/20.

In May 2016, the assessments used to measure attainment at the end of Key Stage 2 were changed so that rather than receiving a national curriculum level, children received a scaled score which indicated whether the expected standard was achieved in three tests: reading; grammar, punctuation and spelling; and maths. A scaled score of 100 or more indicated that the expected standard had been reached. Attainment in writing was assessed by class teachers as being either 'working at the expected standard', 'working towards the expected standard' or 'working at greater depth'.

In 2018, 64% of students in England reached the expected standards in reading, writing and maths, up from 61% in 2017 and 53% in 2016. This rise is reflected in the Key-Stage 2 test results achieved by the Year 7 cohort of Greenshaw High School.

For our Year 7 cohort 2019/20, 33 students were identified as having 'low' KS2 results:

- 20 students did not meet the required standard in all 3 tests;
- 36 students did not meet the required standard in the maths test;
- 45 students did not meet the required standard in the reading test;
- 35 students did not meet the required standard in the grammar, punctuation and spelling test.

In total, 62 students out of a cohort of 315 students did not meet the government standard in at least one of these three tests before they arrived at Greenshaw High School. This data from the KS2 SATS was used alongside the school's internal baseline testing to identify students who needed the most support to catch up with their peers.

2019/20 INTERVENTIONS

During the year, the following interventions were offered using the Catch Up funding:

- **The Code/Read Write Inc** - phonics interventions which teach students to read accurately and fluently.
- **Connecting Maths Concepts** – a sequential and cumulative maths intervention which allows students to master basic number skills and build problem-solving abilities. Students move forward in small

steps which allows opportunities for success and overlearning.

- **Expressive Writing Programme** – a sequential and cumulative writing intervention which teaches the basic skills needed to write and edit clear sentences and paragraphs. Students move forward in small steps which allows opportunities for success and overlearning.
- **1:1 literacy and numeracy support** - Some students, in need of more intensive, highly tailored literacy and numeracy support, received one-to-one sessions. Programmes such as Alpha to Omega, The Hickey Programme or Sound Linkage were used depending on individual need. In addition, structured reading programmes such as the Totem or Talisman series were used to develop reading skills. Programmes such as Number Shark were used to support those with needs in numeracy.

ESTIMATED IMPACT

In November 2018, the government reported that it would "not proceed with the introduction of ...resits in Year 7 for those students who did not reach the expected standard in English reading and mathematics." ¹

Without the scaled scores produced by such an assessment, it is difficult to compare end-of-year attainment in Year 7 with end-of-key-stage attainment in Year 6 in a quantitative manner which is transparent, valid and reliable.

To monitor whether students following catch-up programmes were making progress, in-programme mastery assessments were used to track individual performance over the course of the intervention.

For the vast majority of students, these mastery assessments suggest that competence in areas such as sentence demarcation or number addition and subtraction did improve over the first half of the year.

However, the impact of Covid-19 leading to school closures for the majority of students meant that the delivery of these interventions could not continue beyond March 2020. Therefore, the combination of a lack of comparative data with the impact of Covid-19 means that it is impossible to say that the interventions used for the catch up funding had impact on the students.

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/753496/Workload_Advisory_Group_response_table_final.pdf

